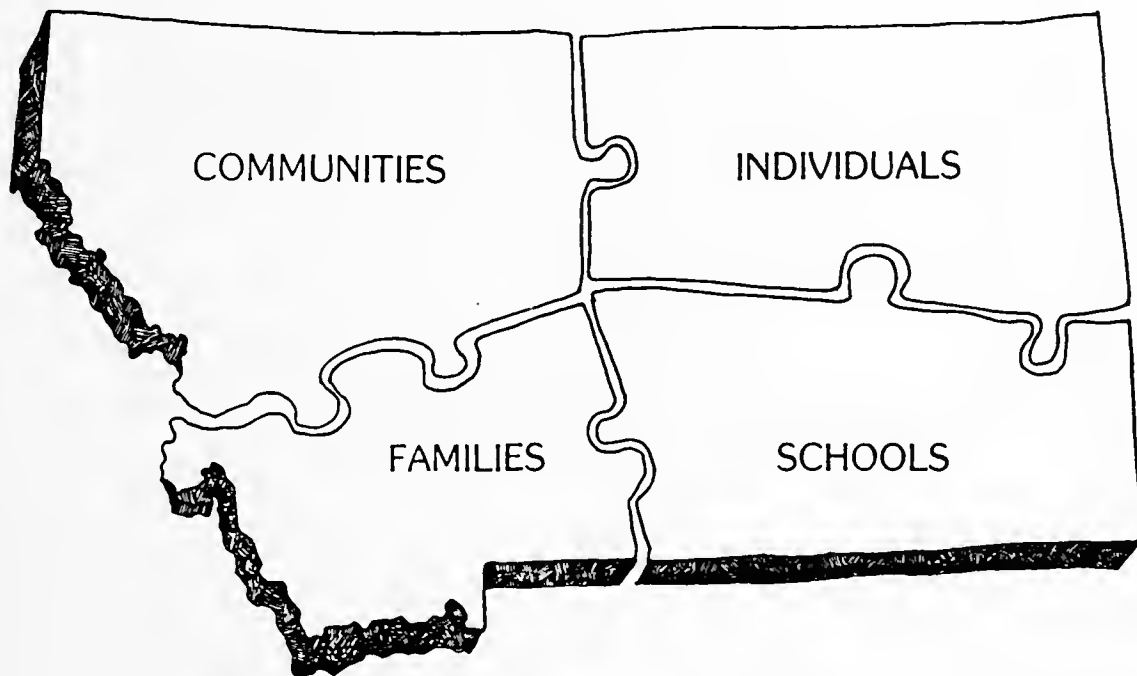


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GUIDELINES FOR DRUG AND ALCOHOL PROGRAMS



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GUIDELINES FOR DRUG AND ALCOHOL PROGRAMS

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FOREWORD

Every community in Montana is subject to the adverse effects of drug and alcohol abuse. Some communities are addressing the problem through prevention, intervention, treatment, and aftercare programs. Such programs are being planned and implemented by various individuals and organizations within the communities.

Despite the existence of some drug education and abuse prevention programs, the drug and alcohol problem among our youth is still present. There is a critical need for every community in our state to develop and implement an effective program.

Prevention of drug abuse problems must be a focal point of any community's efforts. Our schools, together with individuals, parents and community groups, can help our children and youth develop wholesome and productive lives.

The guidelines in this publication recognize the vital role of each school in developing a coordinated community plan to effectively combat the drug and alcohol problem.

Ed Argenbright
State Superintendent

PURPOSE

The purpose of these guidelines is to provide schools and communities with a functional document which may assist them in developing cooperative drug and alcohol programs. This process causes schools to cooperatively assess, design, implement, and evaluate comprehensive programs. The guidelines are not intended as a definitive program model. Rather, they outline a process that allows schools and communities to build programs unique to their needs and varying characteristics. Most important, the process changes the direction of schools and communities from that of being primarily responsive to crisis situations to one of advocating a proactive approach to prevention.

The need for school and community action is substantiated by sobering statistics from schools and the Montana Highway Patrol.

Drug and Alcohol Use

The following statistics are from a survey conducted by Great Falls Public Schools in December 1982:

- 90.3 percent of high school students used alcohol or other drugs.
- 36.9 percent of high school students used drugs weekly.
- 81.1 percent of ninth graders had already experimented with alcohol or drugs.
- 48.3 percent of seventh graders had tried drugs or alcohol.
- 6.6 percent of high school students experimented with alcohol or drugs before the sixth grade.
- 13.5 percent of seventh and eighth graders had experimented with alcohol or drugs before the sixth grade, indicating that use is starting at an earlier age.
- 54.7 percent of high school seniors mixed driving and drugs.

These statistics are from one Montana community. Other communities report similar findings, which indicate that the statistics may be representative of communities throughout the state.

Drinking and Driving

Statistics from the Montana Highway Patrol (January 1983) show that:

In one year there were 338 driving fatalities:

- 67 were teenagers (37 had been drinking).
- 20 percent of all fatalities were teenagers.
- 55 percent of teenage fatalities had been drinking.

The following year, there were 249 driving fatalities:

- 53 were teenagers (31 had been drinking).
- 22 percent of all fatalities were teenagers.
- 60 percent of all fatalities had been drinking.

Alcohol and drug abuse is a major problem affecting Montana youth. Schools and communities are recognizing the vital role they serve in intervening in the problem.

Attempts to alleviate alcohol and drug abuse among students in a school setting have ranged from one-time assemblies, led by celebrities and authorities on drugs, to increased surveillance of school facilities and stricter punitive measures for student offenders.

Historically, school-based drug and alcohol programs focused on giving young people information about the dangers of drug use—a “scare tactic” approach that ultimately was found to be ineffective and counterproductive. Recent evidence indicates that more comprehensive methods show considerable promise. Comprehensive programs are aimed at developing an individual's social competencies, promoting alternatives, providing accurate information, and strengthening the individual's support system to include family, school, and community environments.



The approach presented in these guidelines is founded on the premise that individuals freely choose to use drugs and alcohol, and that families, schools and communities *can* affect those choices through comprehensive drug and alcohol programs. Because schools are a focal point in most Montana communities, they may serve as a catalyst to positively effect a cooperative approach to the drug and alcohol program.

Drug and alcohol abuse is not merely a school problem, but touches all segments of society. Schools alone cannot effectively address the problem. The issues of drug and alcohol abuse are multi-faceted and must be addressed through a multi-organization endeavor. Collectively, individuals, families, schools, and communities must collaborate to develop and implement effective programs.

Part I

Levels of Programs

The four levels of a comprehensive drug and alcohol program are defined below. Each level is of equal importance and should be addressed in program development.

Primary Prevention

Primary prevention focuses on individuals who have not experienced any serious problems related to the use of drugs, including alcohol. Individuals are assisted in acquiring knowledge, understanding, and awareness about drugs and their misuse. Decision-making skills and an awareness of personal values related to drug use are developed. Emphasis is placed on rewarding a positive lifestyle that does not include the use of drugs.

Early Intervention

Early intervention focuses on individuals who have an identified potential for drug and alcohol abuse or who have experienced some problems resulting from substance use. This program level provides intervention at an early stage by giving individuals the needed resources to prevent further problems.

Treatment

Treatment focuses on individuals who are experiencing repetitive, harmful consequences of drug and alcohol use. Schools are not responsible for this service.

Types of treatment may range from isolated residential services to outpatient care.

Aftercare

Aftercare focuses on individuals who have received or are receiving treatment services and are in school. These individuals are given planned, supportive after-care services from the school as well as the treatment source.

Part II

Steps in Program Development

Schools and communities that wish to establish a comprehensive drug and alcohol program will find that effective programs require a sound planning process. This process takes into account the entire school and community as it assesses the problem and prescribes solutions. In these guidelines, the process is presented in seven sequential steps which together offer a practical and functional approach to program planning. Those steps are:

- Step 1: Organize a Community Effort
- Step 2: Assess Needs and Define the Problem
- Step 3: Establish Program Goals and Objectives
- Step 4: Determine Program Activities
- Step 5: Analyze Resources—Identify Training and Technical Assistance
- Step 6: Implement the Program
- Step 7: Evaluate Accomplishments

Step 1: Organize a Community Effort

Drug and alcohol program efforts have had limited success in the past decade. School and community-funded projects were often hurried efforts to react to the consequences of drug- and alcohol-related incidents rather than to the causes. Most projects were fragmented and lacked the unified efforts of individuals, families, schools, and community organizations.

To be successful, comprehensive programs must be organized, coordinated, and fully integrated into the existing network of school and community services. While it may be difficult for new programs to get started, the task will be impossible if it attempts to compete with, replace, or duplicate an existing program or service within the community system. Thus, the developmental stage of program planning must consider both the social and cultural structure of the community.

Community size may influence the organization of program planning. In smaller communities, the school is clearly the focal point for program planning. In larger communities, several organizations may be considered the planning focal point.

SMALLER COMMUNITY

School is clearly the focal point.



COMMUNITY



SCHOOL

LARGER COMMUNITY

Several organizations may be considered the program's focal point.



COMMUNITY

School

Government

Church

Social/Human
Services

Law Enforcement

Mental Health

Service Clubs
and Organizations

Health Services

Drug and Alcohol
Treatment Programs

Drug and alcohol abuse cuts across all segments of society. Because every individual is potentially affected, community members and the various social segments they represent must join together to constructively overcome the problems of drug and alcohol abuse. No single individual, organization, or group can have the impact necessary to productively diminish the negative effects of drug and alcohol abuse.



The Cooperative Team Approach: Six Steps in Organizing It

A cooperative school/community approach has proved to be a successful means to coordinate efforts in communities of various sizes—both throughout Montana and the nation. The tasks involved in organizing a school/community effort are as follows:

1. Determine the size of the school/community committee.

The committee will usually have less than 15 people, representing a cross section of school staff, students, and community organizations.

2. Identify the members.

The committee should include a school administrator, counselor, several teachers, students, parents, and representatives of community organizations, such as medical groups, social, and health agencies, government, clergy, media, law enforcement, drug abuse agencies, and youth organizations. Members selected should include:

- those directly involved with drug and alcohol abuse
- those indirectly affected by drug and alcohol abuse
- those directly or indirectly allowing drug and alcohol abuse
- those having professional concerns
- those desiring to help

3. Organize and develop committee cohesiveness.

Interrelationships formed through cooperation and participation among school and community representatives will foster the concept of program ownership. Individuals and groups are more likely to contribute their time and resources when program ownership is accepted.

4. Establish the committee's purpose, function, and goals.

A clear statement of intent will give purpose and direction to the members. A sample statement is given in the inset below.

STATEMENT OF INTENT

(Sample)

Purpose: The purpose of this committee is to develop an ongoing effort within the community to recognize and constructively address the community's needs regarding drug and alcohol abuse.

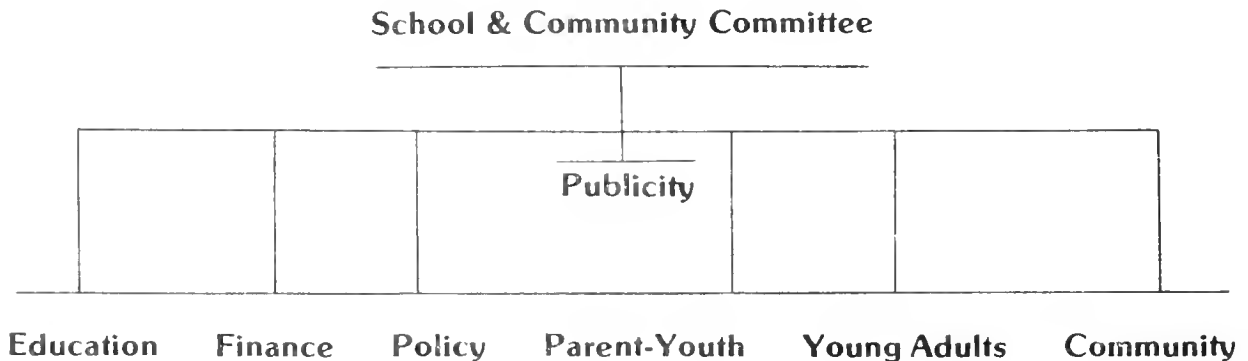
Function: This representative committee is primarily a steering committee whose function is to work within existing social structures (agencies, institutions, organizations, etc.) in order to carry out its purpose.

Goals: The long-range goals for this effort are:

1. To ensure that an ongoing community drug and alcohol program is planned, initiated, and implemented.
2. To make the community aware of the drug and alcohol problem as it exists within the community.
3. To develop cooperation among all community agencies concerning solutions to the problems young people face in drug and alcohol abuse.

5. Form subcommittees to support and supplement efforts.

The following are examples of organizational design and goal statements used by the Havre community:



Publicity Subcommittee Goals:

1. To promote community awareness of the existing drug and alcohol problems within the community.
2. To assist all subcommittees in their publicity needs.
3. To identify and arrange the appropriate means of publicity for the various communication efforts of the program (media, pamphlets, presentations, speakers bureau, etc.).

Education Subcommittee Goals:

1. To seek and evaluate appropriate programs that promote drug and alcohol abuse awareness, prevention, and intervention.
2. To present recommendations on the evaluated programs to the entire committee for its approval or rejection.
3. To work cooperatively with the parent-youth, young adult, and community subcommittees in implementing the approved programs.

Finance Subcommittee Goals:

1. To acquire funding to support the financial needs of programs approved by the entire steering committee.
2. To acquire budget item requests from each of the subcommittees, commensurate with their needs.

Cooperation among school and community committee members will foster the concept of program ownership, encouraging greater participation and program effectiveness.

Policy Subcommittee Goals:

1. To cooperatively work with school personnel in establishing and recommending to the school board policies and procedures that enable school personnel to handle drug abuse and/or alcohol abuse situations.
2. To cooperatively work with law enforcement personnel in establishing and recommending to the local city council specific policies and procedures that enable law enforcement officials to handle drug abuse and/or alcohol abuse situations.
3. To promote interagency cooperation throughout the community for handling drug and alcohol abuse situations.

Parent Subcommittee Goals:

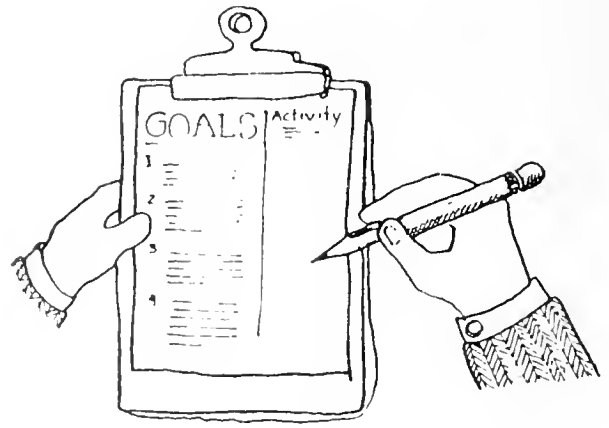
1. To encourage the initiation and advancement of concerned parent support groups who are concentrating on the pressures young people face when growing up, as these pressures specifically relate to drugs and alcohol.

Young-Adult Subcommittee Goals:

To identify and constructively deal with some of the 18-24 year-old's needs in relation to drug and alcohol abuse.

Community Subcommittee Goals:

1. To continuously assess the nature of drug and alcohol abuse and provide such information to the steering committee.
2. To promote involvement and enthusiasm in the entire program effort by recruiting community members to serve on various subcommittees.



6. Determine additional teams needed by each participating organization.

Based on overall organizational design, each organization involved in the effort may wish to form specific teams to interface and interact with the school/community committee. These teams will plan and implement components of the total program. If, for example, they are school teams, they may be structured according to school buildings, grade levels, and/or identified functions.

The procedures outlined in Steps 2-7 below focus primarily on program development within the schools. However, the descriptions and activities also are appropriate and useful for other organizations.

Step 2: Assess Needs and Identify the Problem

An assessment should be made to determine the local prevalence of drug and alcohol abuse and the community's perception of its extent. While national statistics may offer information on the problem's general significance, the extent of local problems must be identified so that communities can recognize and accept their responsibilities. The assessment involves the following tasks:

1. Define needs for data on drug and alcohol abuse.

Answer the following questions to establish an overview of the assessment process:

1. What do you want or need to know?
2. How will you use the information?
3. What information is already available?
4. How can you obtain additional information needed?
5. What types of assessment will be used?
6. What school and community groups will be assessed?
7. How can the data be compiled and analyzed?
8. Who should be involved in the research? Individuals? Agencies? Others?
9. How much will the assessment cost? What are the sources of funds?
10. Can the assessment be made in the time available to complete it?

11. How will the data be processed for program planning?
12. How should the participating groups and the public be informed of the results?

2. Collect and analyze the data.

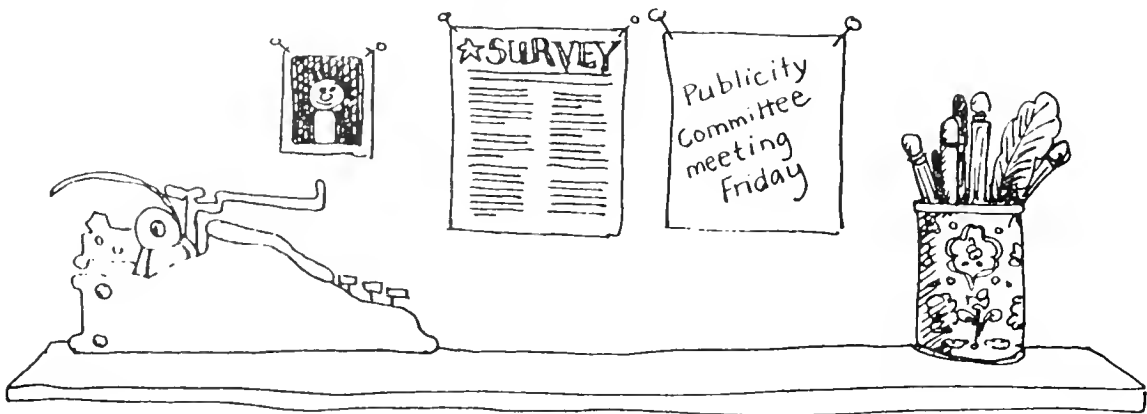
Collect and analyze school- and community-related data which document the extent and nature of local drug and alcohol use. Examples of data are:

School-Related Data:

- absenteeism
- drop-outs
- suspensions/expulsions
- self-report surveys
- referrals to administrators/counselors
- tardies
- vandalism target areas and costs

Community-Related Data

- vehicle accidents
- hospital admissions
- deaths, homicides, suicides
- juvenile curfew violations
- per capita consumption of alcoholic beverages
- incidence of child abuse and neglect



3. Survey students.

Survey a representative sample of students to determine the extent and severity of drug and alcohol use within the school. Montana schools that have completed this process are an excellent resource for designing and using surveys. (See Appendix A for sample assessment instruments and Part III for a list of Montana resources.)

4. Translate the needs assessment data into problem statements.

These statements will specifically identify the problem so that further program development may proceed. The following is a sample statement:

PROBLEM STATEMENT

(Sample)

Drug and alcohol use among youth is a primary concern in our community. This is evidenced by student alcohol and drug abuse and apathy toward school.* We believe that this is due to a variety of factors, including:

1. the community and society's acceptance of the use of drugs and alcohol;
2. inconsistency in judicial and law enforcement actions;
3. school and families not meeting the needs of students in developing essential life skills and in exploring acceptable alternatives to drug and alcohol use; and
4. insufficient lines of communication between the community, schools, parents, and youth.

We realize that the solution to these problems is a complex matter requiring a cooperative effort between the school and the community. However, we believe that we can implement programs to reduce the problems stated above.

*Data from a school survey indicated that, in the past 30 days:

- a. 64.0 percent of the students had used alcohol
- b. 19.0 percent of the students had used marijuana
- c. 6.4 percent of the students had been absent from school due to drugs and alcohol
- d. 69.0 percent of the students say school is boring.

5. Disseminate the information.

Share the needs assessment data and problem statement(s) with community agencies, organizations, and the public in order to generate awareness and support. The school/community committee can be used in this effort.

Step 3: Establish Program Goals and Objectives

After a comprehensive needs assessment has been completed and the data have been translated into problem statement(s), the next step is to formulate program goals and objectives. These provide general program intentions and specific outcomes to meet the identified needs.

The importance of setting well-defined program goals and objectives cannot be overstated, for it is against these claims that the program will ultimately be evaluated. Only when goals and objectives are clearly defined is it possible to evaluate progress or program accomplishments. Care must be taken from the start to maintain manageable goals and objectives. The best strategy is to start small and build gradually. Otherwise, the program may be faced with overwhelming

goals and objectives and will risk alienating community members should it not meet them.

A *goal* is a statement of purpose that is developed in direct response to problems identified by the needs assessment process. As statements of general intent, goals lead to objectives. The following are sample goal statements for school/community programs:

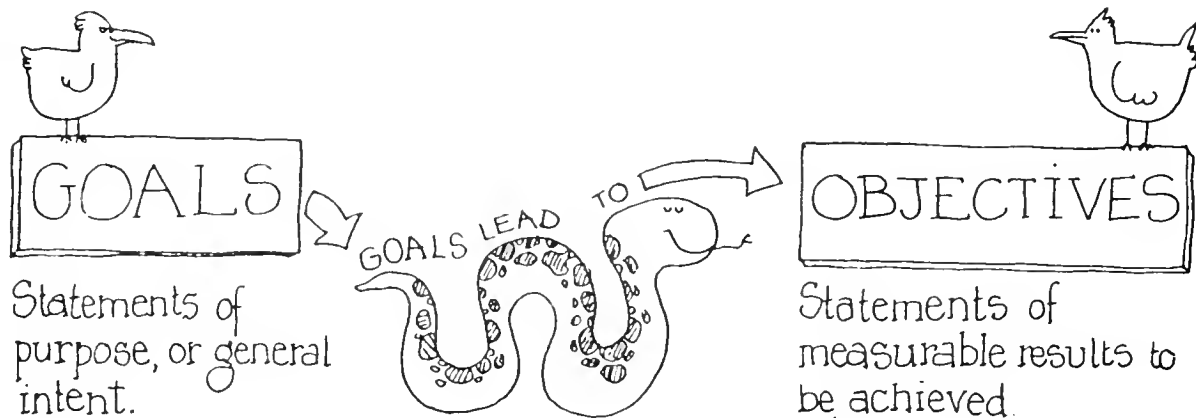
GOAL: To provide students with appropriate information and developmental experiences necessary to make responsible life decisions, including decisions about chemical use.

GOAL: To identify and intervene with students whose behavior may indicate a chemical-use problem before dependence or a crisis occurs.

An *objective* is a statement of measurable results to be achieved. Each goal may have several objectives. Clearly-defined objectives state *what* will be done, *how* it will be measured, and *when* it will be accomplished. Sample objectives are:

OBJECTIVE: By May 30, 1984, K-12 teachers will have developed, adopted, and implemented written prevention-oriented curricular components—as evaluated by a district-appointed committee—to become part of the total school curriculum.

OBJECTIVE: By May 30, 1984, a student assistance program for the grade 7-12 student population will be established, implemented, and evaluated by a year-end report.



Step 4: Determine Program Activities

Program activities are the methods used to meet goals and objectives. After objectives have been established for each goal, determine the specific activities for achieving each of those objectives. Sample program activities include:

ACTIVITY: A core team of selected staff members will be trained to develop and implement an intervention and referral program.

ACTIVITY: Six staff members will be trained to design and facilitate student support groups.

ACTIVITY: All certified staff will participate in a minimum of six hours of drug and alcohol awareness training.

Selected activities should be based on a consideration of comprehensive program components. These components, identified through research, represent general areas under which specific activities may be determined. A single component or activity should not be considered a comprehensive program effort.

Component 1: Social Competencies

A factor commonly correlated with an absence of alcohol and drug use problems is the application of appropriate social competencies. Optimal development of social competencies enhances self-esteem, communication skills, decision-making skills, and interpersonal relationships that are incompatible with drug and alcohol use. Specific activities include:

1. Developing classroom activities in life-coping skills such as communication, problem-solving, decision-making, and interpersonal relationships.
2. Developing classroom activities for students to explore and enhance their self-esteem.
3. Training school staff in methods of positive reinforcement for desired behavior.
4. Designing peer counseling and peer tutoring programs.
5. Providing leadership training with the "natural" leaders in the school for the purpose of skill development and positive role modeling.
6. Examining the existing school curricula to determine where social competencies skills can be integrated.

Component 2: Providing Information

Accurate information about the physical and psychological effects of drug and alcohol use is essential since such information gives facts and figures about the consequences of substance use. Specific activities include:

1. Examining health and other curricula within the school district for study units on substance abuse.
2. Supplementing the health units with additional pharmacological information.
3. Requesting the local law enforcement "drug unit" to make classroom presentations.

Research indicates that informational activities will have a minimal deterrent effect on drug and alcohol use when used as the *only* program technique. Thus, both Components 1 and 2 should be addressed through the development of a *total* school curriculum.

If the drug and alcohol problem is significant enough to promote total community involvement, then it deserves recognition within the school curriculum. Use the

school's standard procedures in the selection and development of curricula, giving consideration to these specific issues:

1. Determine the body of knowledge and skills on drugs and alcohol that are to be taught within the school curriculum. The curriculum should emphasize social competencies (affective learning) as well as information (cognitive learning). In addition, the curriculum should be comprehensive in scope, starting at the kindergarten level and extending through grade twelve.
2. Identify what is currently being taught about drug and alcohol use—at each instructional level and subject area.
3. Determine if additional efforts must be made to improve the curriculum. Select and include a series of concept skills and attitudes at each instructional level and subject area. The series should meet the identified body of knowledge and skills to be taught.
4. Specify the discipline areas within which the concept skills and attitudes will be taught.
5. Ensure that adequate training and materials are available to assist with the curriculum implementation.
6. Establish procedures for ongoing evaluation and program accountability.

See Part III for Curriculum Resources.

Component 3: Promoting Alternatives

The use of drugs and alcohol is frequently a response to boredom, frustration, pain, feelings of powerlessness, and peer pressure. Drugs and alcohol are used in the search for new experiences and involvement or senses of well-being, self-understanding, and belonging. Drug and alcohol use can be diminished by providing alternative approaches to the fulfillment of human needs. Specific activities include:

1. Developing recreational alternatives through intramural sports, performing arts, and other extracurricular activities.
2. Identifying volunteer and service organizations for student participation.
3. Developing a booklet of community resources for youth activities.
4. Offering "mini-courses" during a portion of each semester, based on student interest.
5. Promoting youth activities such as youth clubs, summer camps, and cultural and community projects.

Component 4: Designing Student Assistance Programs

Student assistance programs provide early intervention, crisis intervention, and referral and/or support services for students who may have problems with drug and alcohol use. School policy must address the types of services given, referral procedures, and the confidentiality rights of students and parents. In addition,

training is essential to develop and implement student assistance programs (see Part III for a list of resources).

Types of student assistance programs may include the following:

Intervention and Referral

The early intervention program assists students whose behavior may indicate drug- and alcohol-related problems. The intervention program is a means for trained school staff to identify potential problems and make referrals to appropriate community resources.

More specifically, school staff, parents, or peers identify students with problem behaviors through an informal behavioral assessment. The information is relayed to a designated core team of trained school staff, which collects further data and assesses the information. Parents may be contacted and referrals may be made to appropriate agencies for specialized services. In some cases, chemical use may not be identified as a reason for problem behavior; thus, other appropriate referrals may be made. The goal of this kind of student assistance program is early intervention and referral to appropriate community resources. (See Appendix B for samples of referral forms.)

Crisis Intervention

Student assistance programs may include services specifically designed for crisis intervention. A crisis intervention program typically provides intervention/education groups that allow students to evaluate their use of drugs and alcohol and its consequences. Crisis intervention programs, sometimes referred to as "Insight Groups," or "Minors in Possession" programs, generally are offered as alternatives to suspension from school or as a condition for reentry.

School and community crisis intervention programs may receive referrals from school officials when school codes involving chemical use or possession have been violated. Referrals for such programs also may originate from law enforcement or judicial sources.

Support Groups

Voluntary peer support groups are designed to meet students' specific needs in relation to drug and alcohol use. Support groups may be appropriate for students who:

- are concerned about their own use of substances.
- are concerned about the use of substances by someone close to them.
- have completed a chemical dependency treatment program.
- would otherwise be suspended or expelled from school because of substance abuse problems.

In order to be effective, support group activities must be conducted by individuals who have received specific training.

Component 5: Effecting Policy

Policy can be effected on a broad scale through national and state efforts, including legislation and media involvement. However, the program team will have the greatest impact on the development of local community and school policies.

One of the purposes of school policy is to prevent and control drug and alcohol use in schools, as well as facilitate guidance for all students and school personnel regarding the problems of drugs and alcohol. Policy also should permit assistance to students and their families who are experiencing drug and/or alcohol problems. In addition, personnel policies regarding employee/employer drug and alcohol use should be considered.

Policies on drug and alcohol use can be effected through state and national efforts. But the program team will have the greatest impact on local community and school policies.

The development of school policy will be enhanced by the inclusion of *all* segments of the community. Representative participants may review current policy, analyze data, and develop new policy recommendations. (See Appendix C for sample of school policy.)

Component 6: Developing Resources

In order to strengthen the total program support system within a community, it is necessary to provide individuals with specific skills through training efforts. Training should be designed to help individuals examine their attitudes on drug and alcohol use and how those attitudes affect the way they respond. In addition, training may help individuals identify their roles in comprehensive program efforts. Specific activities include:

1. Training community groups for long-range change.
2. Coordinating the efforts of local parent groups, youth groups, church organizations, law enforcement and government agencies, service clubs, and school personnel through a drug and alcohol training program.
3. Providing parent skills enhancement through school and community education programs.

The matrix on page 18 illustrates the relationship of program components to the four levels of comprehensive drug and alcohol programs. The examples of program activities encompass both school and community activities.

Program Activities: Levels & Components

COMPONENTS			
LEVELS	Enhancing Social Competencies	Providing Information	Promoting Alternatives
Primary Prevention	Curriculum which includes life-coping skills.	Examining K-12 curriculum for units on alcohol or drugs.	Classroom activities which help students determine what they like to do.
Early Intervention	Support groups for high-risk students.	Information to faculty on alcohol and drug use behaviors.	Providing satisfying activities for high-risk populations.
Treatment	Group counseling—in or out-patient treatment.	Driving while intoxicated classes for first offenders.	Experiencing other ways to satisfy needs fulfilled by alcohol and drugs.
Aftercare	Information for faculty on treatment to support returning students.	Alcohol and drug updates sustain non-involvement.	Providing satisfying activities for high-risk population.
	Designing Student Assistance	Effecting Policy	Developing Resources
Primary Prevention	Providing "Concerned Person" support groups.	Influencing legislation on legal age for alcohol purchase.	Training parents and teachers in communication skills.
Early Intervention	School provides an intervention and referral program.	Local school role in identifying and assisting students with alcohol and drug problems.	Training core team of school staff to design and implement student assistance program.
Treatment	Identifying treatment services for students.	Procedures for assisting parents with alcohol and drug dependent children.	Training for community representatives to provide support groups for parents.
Aftercare	Support groups for students returning from residential treatment.	Regulations which support students returning from treatment.	Providing skills for school counselor to better work with students experiencing drug or alcohol problems.

Step 5: Analyze Resources — Identify Training and Technical Assistance

Resources—including time, personnel, materials, training, and technical assistance—must be analyzed to determine:

- What is needed?
- What is available?
- What must be developed?
- What are the sources of funding?

The matrix on page 20 may be used to analyze specific resources and their capacity to meet identified program needs.

Continuous training will be necessary to build and maintain school and community efforts toward a comprehensive drug and alcohol program. Developing essential knowledge and skills *within* a school and community will reduce dependency upon outside resources.

Training is necessary for those who provide the program's administrative and resource support—including school personnel, board members, and representatives of community organizations. Training a cross section of the community creates an increased sense of "investment" in the program, and these persons can in turn train others within their respective agencies and organizations.

Continuous training will be necessary on several levels:

Level 1: Awareness

Ongoing training will be needed to make school personnel, parent groups, and community organizations aware of the nature, extent, and seriousness of drug and alcohol problems. Training programs should offer opportunities to gain an understanding of current approaches, knowledge, and skills used in drug and alcohol programs.

Level 2: Program Design

School and community individuals may require training or technical assistance that is specifically needed for developing drug and alcohol programs—including skills in program design, assessment, implementation, and evaluation.

Level 3: Specialized Skills

Individuals within the school and community will need specific knowledge and skills to conduct awareness programs, design student assistance programs, and make appropriate referrals to professional services in the community.

Training programs at all levels must be ongoing and, to the extent possible, use existing resources. An important resource for any drug and alcohol program is contact with existing programs in Montana. National resources are also important. (For both types of resources, see Part III.)

continued on page 21

Analyzing Specific Resources

RESOURCES	Funding	Federal Grants and T.A.	Private	
	Advocacy			
	Curriculum Materials	Resource Network		
	Program Development	Evaluation	Part of training program	T.A.
		Planning	Part of training program	T.A.
		Needs Assessment	Part of training program	T.A.
	Reserach	Successful school programs		
	Support Services	Aftercare		
		Youth Groups		
		Parent Groups		
	Treatment Services	Outpatient		
		Residential		
		Age Range		
Cost				
Publications	News-letter	News-letter		
Training and Technical Assistance	Program Development	Drug & Alcohol Intervention Training for schools and communities Group Facilitator Training		

Funding

A comprehensive drug and alcohol program will require a fund raising plan. Just as the program design is a cooperative effort between the school and community, fund raising must also be a cooperative endeavor.

A financial plan is based on the identified program needs and an analysis of resources needed. Funding sources may include:

School Sources

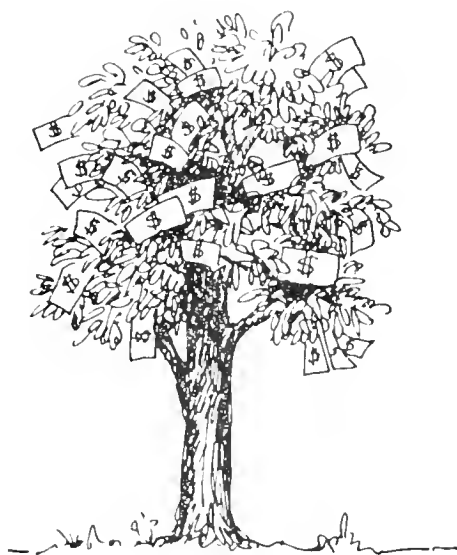
- Block grant monies
- Local funds

Community Sources

- Community service clubs (e.g., Kiwanis, Rotary, Lions, Junior League, PTA, Jaycees, Jayceens, local medical associations)

Other Sources

- State agencies
- Private sources, including foundations, banks, businesses, corporations, non-profit groups, etc.
- Region 8 Training and Development Center



Step 6: Implement the Program

Program implementation is the process of putting the identified activities into effect. For successful program activities, the following must be determined:

Person(s) responsible—assigning the person(s) responsible for carrying out the activity.

Resources—identifying resources needed to accomplish the activity.

Timeline—determining dates for starting and completing the activity.

The coordination of responsible person(s), resources, and timelines will furnish a "plan of action" for program implementation.

The person(s) primarily responsible for each activity may choose to further organize the activity into tasks. An activity worksheet is useful and may follow this sample format:

ACTIVITY WORKSHEET (Sample)

GOAL: To identify and intervene with students whose behavior may indicate a chemical use problem, before dependence or a crisis occur.

OBJECTIVE: By May 30, 1984, a student assistance program for the grade 7-12 student population will be established, implemented, and evaluated by a year-end report.

Activities	Person Responsible	Resources	Date Started	Date Completed	Evaluation
A core team of staff will be trained to develop and implement an intervention and referral program.	Core Team	Training workshop	10/25/83	10/28/83	
Six staff members will be trained to design and facilitate student support groups.	Six staff	Training	11/15/83	11/18/83	

Step 7: Evaluate Accomplishments

Evaluation is an integral part of any drug and alcohol program. It's a process that will determine the effectiveness of the program, give the program accountability, and contribute to the decision-making process.

Program evaluation can be conducted at various levels. The first level is merely a documentation of the successful completion of program activities. The second level is an audit of program objectives. Since evaluation criteria are usually included in the objective statements, this level becomes a matter of collecting, analyzing, and reporting the data secured from the objectives audit. The third level is the application of other evaluative techniques to compile data on the overall program accomplishments.

A variety of evaluation methods may be used at the second and third levels. Some methods are:

Pre/Post attitudinal—measures the attitudinal impact of program activities on the participants.

Physical evidence—documents observable physical changes in the environment such as a decrease in alcohol beverage containers in areas where students congregate.

Pre/Post test—measures the degree of increased knowledge about drug and alcohol use.

Observations, self-reports, reports from community agencies and services—measures the extent to which program activities were able to bring about actual changes in participants' behavior.

Statistics or control groups—documents teenage drug- or alcohol-related arrests, accidents, and school suspensions or expulsions.

Evaluation—an integral part of any drug and alcohol program—will determine the effectiveness of the program, give it accountability, and will contribute to the decision-making process.

To ensure that the evaluation process is given adequate attention, one or more individuals should be delegated responsibility for program evaluation. It is logical that some evaluation data will be completed by the individuals responsible for specific activities. In addition, a school committee, joint school and community committee, or outside evaluators may be used for the overall program evaluation. However, the person(s) designated as program evaluator would be primarily responsible for compiling data, assessing program successes, and reporting data to others.

Evaluation—an ongoing process—establishes a self-correcting mechanism by recycling collected data and modifying unrealistic objectives or ineffective activities. Evaluation begins at the planning stages and continues throughout program implementation.



Part III

Resources

This section is a collection of important resources for drug and alcohol programs. It is divided into three parts:



Montana Resources—school and community programs, state agencies, and service providers.



National Resources—publications, resources for training and consultation.



Curriculum Resources—programs, media kits, and audio-visuals.

This section is not complete nor is it intended to recommend one resource over another. Exclusion of any program or resource is not intentional. The list represents a compilation of resources that currently exist or are being used by specific schools and communities in the state. Your assistance will be necessary to continually update and revise these resources.

MONTANA RESOURCES

The following list includes existing drug and alcohol programs that were brought to the attention of the Office of Public Instruction (OPI) at the time this publication was produced. Because OPI recognizes that many schools and communities are in the process of developing drug and alcohol programs, the intent is to continually identify such programs and make timely updates of this section.

School and Community Programs

Barbara Kenny
100 Valley Dr.
Helena, MT 59601
442-8600

Gwen Brott
P.O. Box 520
Bozeman, MT 59715
585-1500, ext. 221

Ed Heard
111 No. Montana
Butte, MT 59701
782-8315, ext. 41

Mike McClafferty
111 No. Montana
Butte, MT 59701
782-5018

Linda Meyer
714 Ave. D
Billings, MT 59102
248-7199

"Gerry" Thompson
2413 Broadwater
Billings, MT 59102
656-7317

Sherrie Archer
823 Aurora
Billings, MT 59102
259-0154 (work)
656-1874

Everett Jones
3027 Morledge
Billings, MT 59102
259-6672

Barbara Truckner
KJHS-Northridge Hts.
Kalispell, MT 59901
755-5699

Joan Salonsky
48 Big Sky Blvd.
Kalispell, MT 59901
752-7756

Jim Gamell
Great Falls Public Schools
P.O. Box 2428
Great Falls, MT 59403
791-2299

Mary Herak
Box 400
St. Ignatius, MT 59824
745-3811

Lin Lundgren
2520 Gilbert St.
Missoula, MT 59802
542-4075

Michelle Stearns
P.O. Box 352
Missoula, MT 59821
542-4060 (work)
726-3955

Judy Griffith
Helena School District No. 1
402 North Warren
Helena, MT 59601
442-5773

Diana Biehl
2618½ Rattlesnake Dr.
Missoula, MT 59801
721-1697

Rob Sand
Box 400
St. Ignatius, MT 59824
676-2700

Ray Wiedmer
Hellgate High School
900 South Higgins
Missoula, MT 59801
728-2402 (work)
251-2651

Joe Roberts
Missoula County High
915 South Ave. West
Missoula, MT 59801
728-2400

Linda Shrock
Box 986
Plains, MT 59859
826-3666

Anne Reinsel
2308 42nd St.
Missoula, MT 59803
728-2401, ext. 47 (work)
251-3382

Cathy Joy
554 W. Broadway
Missoula, MT 59802
721-1880

Marti Krieg
Rt. 1, Box 8-A
St. Ignatius, MT 59865
745-4687

State Agencies

Department of Institutions*

Treatment Services Division/Chemical
Dependency Bureau
1529 11th Avenue
Helena, MT 59620
(406) 444-4927
Contact Person: Darryl Bruno

Department of Justice

Board of Crime Control
Juvenile Justice Bureau
303 N. Roberts
Helena, MT 59620
(406) 444-3604
Contact Person: Steve Nelsen

Highway Patrol Division
Safety and Education Office
Room 170, Scott Hart Building
303 N. Roberts
Helena, MT 59620
(406) 444-7000
Contact Person: Sergeant Steve Apgar

Highway Traffic Safety Division
Administrative Program
303 N. Roberts
Helena, MT 59620
(406) 444-3412
Contact Person: Al Goke

Highway Traffic Safety Division
Alcohol Information Program
303 N. Roberts
Helena, MT 59620
(406) 444-7307
Contact Person: Bill Elliott

Department of Social and Rehabilitation Services**

Community Services Division
Assistant Administrator
25 South Ewing
St. John's Hospital
Helena, MT 59620
(406) 449-5674
Contact Person: Bill Collins

Community Services Division
Assistant Administrator
1211 Grand Avenue
Billings, MT 59102
(406) 252-5601
Contact Person: Richard Kerstein

Office of Public Instruction

Drug and Alcohol Program
Department of Curriculum Services
State Capitol
Helena, MT 59620
(406) 444-4434

Guidance Specialist: Judy Birch,
444-5663

Traffic Safety Specialist: Curt Hahn,
444-3126

Health & P.E. Specialist: Spencer
Sartorius, 444-4434

State Service Providers

For a list of service providers, please call Marcia Armstrong, Department of Institutions, Helena, MT (444-2878).

NATIONAL RESOURCES

Western Compact for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory (NWREL), Judith A. Johnson, Project Director, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204. Phone (503) 275-9500.

Toll-Free Information

The National Federation of Parents for Drug-Free Youth (NFP). 1-800-554-KIDS

A national information and referral service that focuses primarily on preventing drug addiction in children and adolescents. By referral to the caller's "State networker" or a member group in the caller's community, NFP also provides assistance to anyone concerned about a child already using alcohol or drugs. Call between 9:00 a.m. and 5:00 p.m. (Eastern time).

PRIDE Drug Information Line. 1-800-241-9746

A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE) refers concerned parents to parent groups in the state or local area, gives information on how parents can form a group in their community, provides telephone consulting and referrals to emergency health centers, and maintains a series of drug information tapes that callers can listen to, free-of-charge, by calling after 5:00 p.m.

National Institute on Drug Abuse (NIDA), U.S. Department of Health and Human Services. 1-800-638-2045

A national information service that provides technical assistance to individuals and groups wishing to start drug prevention programs. Currently, the program focuses on the establishment of the "Just Say No To Drugs" clubs.

NIDA Hotline. 1-800-662-HELP

NIDA Hotline is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug abuse are also distributed in response to inquiries.

Cocaine Helpline. 1-800-COCAINE

A round-the-clock information and referral service. Reformed cocaine addict counselors answer the phones, offer guidance, and refer drug users and parents to local public and private treatment centers and family learning centers.

General Reading and Videotapes

The publications in the following list that are followed by an (a) or (b) are available from these organizations:

- (a) National Federation of Parents for Drug-Free Youth (NFP). 8730 Georgia Avenue, Suite 200, Silver Spring, MD 20910. Telephone toll free nationwide 1-800-554-KIDS or, in the Washington, DC area, 585-KIDS.

- (b) Parents' Resource Institute for Drug Education, Inc. (PRIDE), Woodruff Bldg., Suite 1002, 100 Edgewood Avenue, Atlanta, GA 30303. Telephone toll free nationwide, 1-800-241-9746 or (404) 658-2548.

Building Drug-Free Schools, by Richard A. Hawley, Robert C. Petersen, and Margaret C. Mason. This four-part drug prevention kit for grades K-12 provides school staff, parents and community groups with suggestions for developing a workable school drug policy, K-12 curriculum, and community support. The kit consists of three written guides (\$50.00) and a film (\$275.00). American Council for Drug Education, 2021 Monroe Street, Rockville, MD 20852. Telephone (301) 294-6900.

Courtwatch Manual. A 111-page manual explaining the court system, the criminal justice process, Courtwatch activities, and what can be done before and after a criminal is sentenced. Washington Legal Foundation, 1705 N Street, NW, Washington, DC 20036. Enclose \$2.00 for postage and handling. Telephone (202) 857-0240.

Drugs, Drinking and Adolescents, by David I. MacDonald, 1984. A 200-page book on stages of drug involvement, drugs, diagnosis, and treatment. The author, a pediatrician who experienced the problem in his own family, addresses physicians and parents. Year Book Publishers, 35 East Wacker Drive, Chicago, IL 60601. Telephone 1-800-621-9262. Paperback, \$19.95.

Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985, by Jerald G. Bachman, Lloyd D. Johnson, and Patrick M. O'Malley, 1986. A 237-page book reporting on trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. The National Institute on Drug Abuse, Rockville, MD 20857, ADM 86-1450.

Getting Tough on Gateway Drugs, by Robert DuPont, Jr., 1984. A 330-page book describing the drug problem, the drug-dependence syndrome, the gateway drugs, and ways that families can prevent and treat drug problems. American Psychiatric Press, Inc., paperback, \$7.95(a)(b).

Gone Way Down, Teenage Drug-Use is a Disease, by Miller Newton, 1981. A 72-page book describing the stages of adolescent drug use. American Studies Press, paperback, \$2.95(a).

Kids and Drugs: A Handbook for Parents and Professionals, by Joyce Tobias, 1986. A 96-page handbook about adolescent drug and alcohol use, the effects of drugs and the drug culture, stages of chemical use, the formation of parent groups, and available resources. PANDA Press, 4111 Watkins Trail, Annandale, VA 22003. Telephone (703) 750-9285, paperback, \$4.65 (volume discounts). Virginia residents add \$.18 sales tax.

Marijuana Alert, by Peggy Mann, 1985. A 526-page book about marijuana: the crisis, health hazards, and activities of parent groups, industry, and government. McGraw-Hill Paperbacks, \$10.95(a)(b).

Not My Kid, by Beth Polson and Miller Newton, 1984. A 224-page guide for parents to aid in prevention, recognition, and treatment of adolescent chemical use. It is especially strong on overcoming denial and recognizing problems, with numerous personal vignettes. Avon Paperback Books. #69997-4, \$3.95(a); hard-cover, \$15.95(b).

Parents, Peers and Pot, by Marsha Manatt, 1979. A 96-page book that recounts the evolution of the drug culture, the development of the first parent peer group, actions for parents to take, and information on marijuana. U.S. Department of Health and Human Services, \$3.00(b).

Parents, Peers and Pot II: Parents in Action, by Marsha Manatt, 1983. A 160-page book that describes the formation of parent groups in rural, suburban, and urban communities. U.S. Department of Health and Human Services, \$1.00(b).

Peer Pressure Reversal, by Sharon Scott, 1985. A 183-page guidebook for parents, teachers, and concerned citizens to enable them to provide peer pressure reversal skills to children. Human Resource Development Center, Amherst, MA, \$9.95(a)(b).

Pot Safari, by Peggy Mann, 1982. For parents and teenagers. Distinguished research scientists are interviewed on the subject of marijuana. Woodmere Press, New York, NY. \$6.95(a)(b).

Say No! to Drugs. A videotape that offers a practical, easy-to-follow approach to improve family communications, particularly on the subject of adolescent drug and alcohol use. It includes interviews with experts in the field. \$26.50(a).

Strategies for Controlling Adolescent Drug Use, by J. Michael Polich et al., 1984. A 196-page book that reviews the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment, and prevention programs. The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138, R-3076-CHF, paperback, \$15.00.

Team Up for Drug Prevention With America's Young Athletes. A free booklet for coaches that includes alcohol and drug information, reasons why athletes use drugs, suggested activities for coaches, a prevention program, a survey for athletes and coaches, and sample letters to parents. Drug Enforcement Administration, Demand Reduction Section, 1405 I Street, NW, Washington, DC 20537.

Free Catalogs of Drug Abuse Publications

Comp Care Publications. A source for pamphlets, books, and charts on drug and alcohol abuse, chemical awareness, and self-help. Telephone 1-800-328-3330 or (612) 559-4800.

Hazelden Educational Materials. A source for pamphlets and books on drug abuse and alcoholism and curriculum materials for drug prevention. Telephone 1-800-328-9000. In Minnesota, call (612) 257-4010 or 1-800-257-0070.

School and Community Resources

Alcohol and Drug Abuse Education Program, U.S. Department of Education. This program is designed to develop the capability of local schools to prevent and reduce drug and alcohol abuse and associated disruptive behaviors. Five regional centers now provide training and technical assistance to local school districts that apply. For information, write to the U.S. Department of Education, Alcohol and Drug Abuse Education Program, 400 Maryland Avenue, SW, Washington, DC 20202-4101.

American Council for Drug Education (ACDE). ACDE organizes conferences; develops media campaigns; reviews scientific findings; publishes books, a quarterly newsletter and education kits for physicians, schools, and libraries; and produces films. 2021 Monroe Street, Rockville, MD 20852. Telephone (301) 294-6900.

Committees of Correspondence, Inc. This organization provides a newsletter and bulletins on issues, ideas, and contacts. Publishes a resource list and pamphlets. Membership is \$15.00. 57 Conant Street, Room 113, Danvers, MA 09123. Telephone (617) 774-2641.

Families In Action. This organization maintains a drug information center with more than 200,000 documents. Publishes *Drug Abuse Update*, a quarterly journal containing abstracts of articles published in medical and academic journals and newspapers. \$10.00 for 4 issues. 3845 North Druid Hills Road, Suite 300, Decatur, GA 30033. Telephone (404) 325-5799.

"Just Say No" Clubs. These nationwide clubs provide support and positive peer reinforcement to youngsters through workshops, seminars, newsletters, walk-a-thons and a variety of other activities. Clubs are organized by schools, communities and parent groups. Pacific Institute for Research and Evaluation. Just Say No Foundation, 1777 North California Blvd., Walnut Creek, CA 94596. Telephone 1-800-258-2766 or (415) 939-6676.

Narcotics Education, Inc. This organization publishes pamphlets, books, teaching aids, posters, audiovisual aids, and prevention magazines especially good for classroom use: *Winner* for preteens and *Listen* for teens. 68830 Laurel Street, NW, Washington, DC 20022. Telephone 1-800-548-8700, or in the Washington, DC area, call 722-6740.

National Association of Student Assistance Programs and Professionals, P.O. Box 3148, Oakton, VA 22124.

National Federation of Parents for Drug-Free Youth (NFP). This national umbrella organization helps parent groups get started and stay in contact. Publishes a newsletter, legislative updates, resource lists for individuals and libraries, brochures, kits, and a *Training Manual for Drug-Free Youth Groups*. It sells many books and offers discounts for group purchases. Conducts an annual conference. Membership: Individual \$15.00, Group \$35.00 (group membership offers tax-exemption). 8730 Georgia Avenue, Suite 200, Silver Spring, MD 20910. Telephone: Washington, DC area 585-KIDS, or toll-free hotline 1-800-554-KIDS.

Parents' Resource Institute for Drug Education, Inc. (PRIDE). This national resource and information center offers consultant services to parent groups, school personnel, and youth groups, and provides a drug use survey service. It conducts an annual conference; publishes a newsletter, youth group handbook, and other publications; and sells and rents books, films, videos, and slide programs. Membership \$8.00. Woodruff Bldg., Suite 1002. 100 Edgewood Avenue, Atlanta, GA 30303. Telephone 1-800-241-9746.

Schools Without Drugs: The Challenge, U.S. Department of Education. Cosponsored by 14 national education, law enforcement, and parent organizations, The Challenge seeks a commitment from schools and their local communities to combat alcohol and drug use. Schools that enroll in The Challenge receive a banner and the bimonthly newsletter, which provides information on research and practice related to prevention and intervention. *Schools Without Drugs: The Challenge*, U.S. Department of Education, Washington, DC 20202. Telephone (202) 732-4161.

TARGET. Conducted by the National Federation of State High School Associations, an organization of interscholastic activities associations, TARGET offers workshops, training seminars, and an information bank on chemical abuse and prevention. A computerized referral service to substance abuse literature and prevention programs will begin operating in fall 1987. National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195. Telephone (816) 464-5400.

Toughlove. This national self-help group for parents, children, and communities emphasizes cooperation, personal initiative, avoidance of blame, and action. It publishes a newsletter, brochures, and books and holds workshops. P.O. Box 1069, Doylestown, PA 18901. Telephone (215) 348-7090.

U.S. Clearinghouse. (A publication list is available on request, along with placement on mailing list for new publications. Single copies are free.)

National Clearinghouse for Alcohol & Drug Information
P.O. Box 2345
Rockville, MD 20852

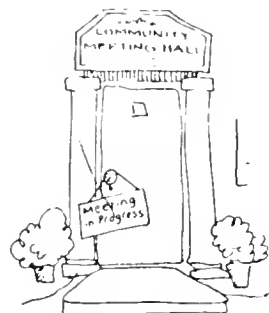
This new organization (NCADI) combines the clearinghouse activities previously administered by the National Institute on Alcoholism and Alcohol Abuse (NIAAA) and the National Institute on Drug Abuse (NIDA).

Adolescent Drug Rehabilitation Programs

Palmer Drug Abuse Program, (PDAP). PDAP is a free program supported by private donations and located mainly in the Southwest, West and Midwest. It accepts out-of-town clients. It is a long-term outpatient counseling program with daycare capability based on the 12 steps of Alcoholics Anonymous (AA). It uses recuperating users as peer counselors. The program also maintains parent groups that may be attended by parents who do not have children in the PDAP program. National Office: 3300 North A Street, Building 8, Suite 204, Midland, TX 79705. Telephone (915) 687-4311.

Straight Inc. Located primarily in the East and Midwest, the program accepts out-of-town clients. It is a long-term, highly structured outpatient program based on the 12 steps of Alcoholics Anonymous (AA). During the early phase of the program, the new client lives in the home of another child advanced in the program. This family system provides positive role modeling, close supervision, and drug-free environment at low cost. National Office: Straight Inc. National Training and Development Center, 3001 Gandy Blvd., P.O. Box 21686, St. Petersburg, FL 33742. Telephone (813) 576-8929.

Teen Challenge. This Christian-oriented residential program has facilities across the country and overseas. It serves young people with a variety of behavior problems besides drug use. Occupational skills are taught. National Office: Teen Challenge Training Center, Inc., P.O. Box 198, Rehrersburg, PA 19550. Telephone (717) 933-4181.



Readings on Legal Issues

American Public School Law, Alexander, Kern. 2d ed. St. Paul, MN: West Publishing Company, 1985.

Education Law, Rapp, J.A. New York, NY: Matthew Bender and Company, Inc. (1986). A comprehensive, frequently updated, three-volume, looseleaf treatise on all issues of education law.

The Journal of Law and Education includes articles on education issues and a section on recent developments in the law. It is published quarterly by Jefferson Law Book Company, P.O. Box 1936, Cincinnati, OH 45201.

The Law of Public Education, Reuter, E. Edmund. 3d ed. Mineola, NY: Foundation Press, 1985.

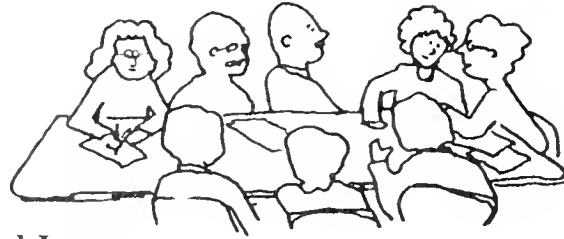
School Law Bulletin is a quarterly magazine published by the Institute of Government, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514-6059.

School Law News is a newsletter that describes recent developments in the field. Capitol Publications, Inc., 1300 North 17th Street, Arlington, VA 22209.

The Schools and the Courts contains briefs of selected court cases involving elementary and secondary schools. It is published quarterly by School Administration Publications, P.O. Box 8492, Asheville, NC 28814.

Specialty Law Digest: Education Cases is a monthly compilation of cases and comments published by the Bureau of National Affairs, Inc., Suite 204, 10301 University Avenue, NE. Blaine, MN 55433.

West's Education Law Reporter reprints the full text of Federal and State education law cases. Also included are education articles and comments selected from legal periodicals. West Publishing Company, 50 W. Kellogg Blvd., P.O. Box 64526, St. Paul, MN 55164-0526.



Other Sources of Materials on Legal Issues

Council of School Attorneys, National School Boards Association, provides a national forum on the practical legal problems faced by local public school districts and the attorneys who serve them. This organization conducts programs and seminars and publishes monographs on a wide range of legal issues affecting public school districts. 1680 Duke Street, Alexandria, VA 22314. Telephone (703) 838-NSBA.

National Association of Secondary School Principals (NASSP) publishes a periodic newsletter and monographs on legal issues, some of which relate to school discipline and student behavior. 1904 Association Drive, Reston, VA 22091. Telephone (703) 860-0200.

National Organization on Legal Problems of Education (NOLPE) is a nonprofit, nonadvocacy organization that disseminates information about current issues in school law. NOLPE publishes newsletters, serials, books, and monographs on a variety of school law topics; hosts seminars; and serves as a clearinghouse for information on education law. 3601 Southwest 29th, Suite 223, Topeka, KS 66614. Telephone (913) 273-3550.

Books: Fiction for Young Adults

Adler, Carole Schwerdtfeger. *In Our House Scott Is My Brother* (ages 10-13). New York: Macmillan Publishing Company, Inc., 1980.

Butterworth, William Edmund. *Under the Influence* (ages 12 and up). New York: Four Winds Press, 1979.

Dodson, Susan. *Have You Seen This Girl?* (ages 13 and up). New York: Four Winds Press, 1982.

Due, Linnea, A. *High and Outside* (ages 13 and up). New York: Harper and Row Publishers, Inc., 1980.

Gilmour, H.B. *Ask Me If I Care* (ages 15-19). New York: Fawcett World Library, 1985.

Greene, Sheppard M. *The Boy Who Drank Too Much* (ages 12 and up). New York: The Viking Press, Inc., 1979.

Guy, Rosa Cuthbert. *The Disappearance* (ages 12 and up). New York: Delacorte Press, Inc., 1979.

Harrah, Michael. *First Offender* (ages 11-13). New York: William Collins Publishers, Inc., 1979.

Hassler, John Francis. *Jemmy* (ages 11 and up). New York: Atheneum Publishers, 1980.

Hentoff, Nat. *Does This School Have Capital Punishment?* (ages 11 and up). New York: Delacorte Press, 1981.

Holland, Isabelle. *Now Is Not Too Late* (ages 10-13). West Caldwell, NJ: Lothrop, Lee and Shepard Company, 1980.

Kenny, Kevin and Helen Krull. *Sometimes My Mom Drinks Too Much* (ages 5-8). Milwaukee, WI: Raintree Publishers, Inc., 1980.

Kinter, Judith. *Cross-Country Caper* (ages 11-14). Mankato, MN: Crestwood House, Inc., 1981.

Mearian, Judy Frank. *Someone Slightly Different* (ages 10-12). New York: The Dial Press, Inc., 1980.

Meyer, Carolyn. *The Center: From a Troubled Past to a New Life* (ages 13 and up). New York: Atheneum Publishers, 1979.

Miner, Jane Claypool. *A Day at a Time: Dealing With an Alcoholic* (ages 11 and up). Mankato, MN: Crestwood House, Inc., 1982.

Rabinowich, Ellen. *Rock Fever* (ages 12 and up). New York: Franklin Watts, Inc., 1979.

Rinaldi, Ann. *Term Paper* (ages 12 and up). New York: Walker and Company, 1980.

Strasser, Todd. *Angel Dust Blues* (ages 14 and up). New York: Coward, McCann and Geoghegan, Inc., 1979.

Sweeney, Joyce. *Center Line* (ages 15-19). New York: Dell Publishing Company, Inc., 1985.

Wolkoff, Judie. *Where the Elf King Sings* (ages 12 and up). New York: Bradbury Press, Inc., 1980.

Nonfiction Books: Miscellaneous

Alcohol

Cohen, Sidney. *The Alcoholism Problems: Selected Issues*. New York: Haworth Press, 1983.

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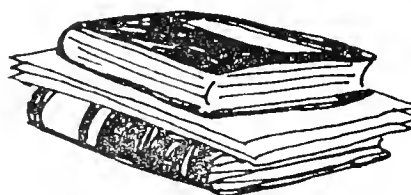
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CURRICULUM RESOURCES

Programs

Children are People, Inc.

A chemical-dependency prevention program for children age 5-12. The program includes a K-6 school curriculum and training program to assist in the implementation of support groups for children.

Children are People, Inc., Chemical Dependency Prevention Programs, 1599 Selby Avenue, St. Paul, MN 55104.

Drinking, Driving, Deciding

An alcohol education curriculum for driver education classes consisting of three mini-courses and a resource supplement. The guide is divided into four-hour, six-hour, and eight-hour mini-courses with day-by-day activities for the teacher and students. Included in the curriculum are a wide variety of teaching resources to meet the stated goal of helping students make responsible decisions about their use of alcohol, especially as it relates to driving.

Some methods used to enhance decision-making involve: a) learning to identify physical and behavioral effects of alcohol; b) understanding blood alcohol content; c) discriminating between responsible and irresponsible decisions about drinking; d) identifying laws relating to use of alcohol (and other drugs) and driving; e) identifying feelings and attitudes about the use of alcohol/drugs and how they influence decisions; and f) identifying ways of coping with social pressures.

☛ Bill Elliott, Highway Traffic Safety, Montana Department of Justice, 303 N. Roberts, Helena, MT 59620.

Here's Looking At You

The ESD #121 Alcohol Education Curriculum Project of King County, Washington, offers: a field-tested school curriculum for grades K-12 which can stand alone or be integrated into existing curricula; a teacher's instructional manual and accompanying kits of teacher aids for each grade level; a field-tested teacher training workshop model with a training guide for implementing teacher-training workshops; and a design for using trained teachers to educate other teachers in their schools.

☛ Comprehensive Health, 20014 Pacific Highway S., Seattle, WA 98188.

If You Drive . . . What About Drinking?

An instructional packet for driver education instructors, designed to teach three hours on the topic of alcohol and driving. Included are a "Teacher's Guide to Alcohol Countermeasures," a set of 16 colorful overhead transparencies (or slides), and a student book, "You . . . Alcohol and Driving." The course actively involves students in homework assignments and discussions—in three class periods, each of which has knowledge, attitudinal, and behavioral objectives.

☛ Jim Manion, Montana Automobile Association, 607 N. Lamborn, Helena, MT 59601.

ME/ME, Inc.

A drug prevention education program for elementary level children. It was originally developed as an ESEA Title III Program in Appleton, Wisconsin, in response to a need for such a program. The ME/ME Program has been shown to: 1) increase student's feelings of self-worth; 2) increase student's decision-making ability; 3) improve student's attitude toward proper and improper use of drugs; and 4) increase student's information about drugs. Inservice training for in-

terested elementary teachers supplements the program materials. Follow-up activities are also provided.

The U.S. Office of Education has recognized this program as a national model. At present, it is being disseminated nationally by the National Diffusion Network (NDN) and is being replicated by schools in 25 states.

• ME/ME, Inc., 400 South Linwood Avenue, Appleton, WI 54911, (416) 735-0114.

Ombudsman: A Classroom Community

A drug abuse prevention program disseminated by the National Diffusion Network of the National Institute of Education. Designed for elementary and high school students, the program helps students learn about their values, communication skills, decision-making, and helping relationships. The program's three phases—self-awareness, group skills, and ombudsman—were designed to help offset a number of psychological and attitudinal "high risk" relationships to the use of drugs.

• Ombudsman, 1416 East Morehead St., Charlotte, NC 28204.

Positive Action

A direct-instruction self-concept program which systematically guides students to positive self-regard through lessons that emphasize physical, intellectual, and emotional excellence. The program is taught by classroom teachers—grades 1 through 6, 20 minutes per day, four days per week—for the full school year. Positive Action has been widely tested by teachers and students in a variety of school settings and has been independently and empirically evaluated during the past five years.

• Positive Action, Carol Allred, P.O. Box 2347, Twin Falls, ID 83301.

Preventing Alcohol Abuse

A three-level curriculum that presents students with a realistic, factual, non-judgmental approach to alcohol use and abuse. The curriculum consists of an elementary unit, junior high unit, and high school unit.

Contact your local beer wholesaler or Executive Secretary/Counsel, Montana Beer and Wine Wholesalers Association, P.O. Box 124, Helena, MT 59601.

TALK Project

A drug and alcohol awareness/prevention training program for parents and teenagers.

• TALK Project Coordinator, Bozeman Public Schools, P.O. Box 520, Bozeman, MT 59715.

PAR (Parents Are Responsible)

This is a program designed for parents of elementary and junior high students to give them the opportunity to learn more about the role of the family in preventing drug abuse.

☛ PAR, Minnesota Prevention Resource Center, 2829 Verndale Avenue, Anoka, Minnesota 55303 or phone (612) 427-5310.

Be Smart, Don't Start: Just Say No

A program targeted at elementary school children. It contains a 28-page *Parents Booklet* designed to reassure parents and build confidence in communicating with their children about alcohol; a 36-page *Children's Booklet* contains activities centered around the positive alternatives to drinking; and a 20-page *Teacher's Booklet*, which is a guide for educators on how to help students avoid alcohol. Supplemental material is available for this program.

☛ The National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852, (301) 468-2600.

Building Drug-Free Schools: An Educator's Guide to Policy, Curriculum* & Community Consensus.

A comprehensive K-12 drug prevention kit which provides school administrators, teachers, parents, and other community members with a detailed guide to developing a school-based drug education program.

*The information on marijuana in this document needs to be supplemented with more current research information.

☛ American Council for Drug Education, 204 Monroe St., Suites 110 & 112, Rockville, MD 20850, (301) 294-0600. Guides I: Policy/\$5, II: Curriculum/\$45, III: Community Consensus/\$5, I, II, & III (complete with binder)/\$50. Film purchase price: 16mm/\$275, Video/\$225, five-day rental/\$35; Guides and film kit: I, II, & III (complete with binder) and film/\$300.

Drugs: A Deadly Game

An anti-drug abuse campaign launched by the Boy Scouts of America and directed at all segments of the community and all youth, whether or not they are involved in Scouting. The program contains a series of publications which includes an 18-page booklet, presenting medical information on the hazards of drug abuse. A teacher's guide, which includes a quiz, is available for use with the booklet. A 16-minute educational videocassette (VHS only) is also available. Posters featuring a body chart and information relating to the fight against drug abuse are also available.

☛ Contact your local Boy Scout Council or write Drug Abuse Task Force, 5200, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75038-3096. Purchase price for the kit including videocassette, 5 teacher guides and 100 brochures is \$32.00, videocassette only \$16.00, brochures only \$16 per 100. Shipping charges are included.

Media Kits

Life Skills for Mental Health

Designed to introduce teachers and other adults to a role they can play in helping young people learn about themselves and their relationships with others. It supports the school's partnership with family in fostering a young person's total growth. A resource for general classroom use, the activities are organized into Leader's Guides for four age ranges: 5-8, 9-11, 12-14, and 15-18.

☛ Georgia Department of Human Resources, Division of Mental Health and Mental Retardation, Prevention Unit, 618 Ponce De Leon Avenue, NE, Atlanta, GA 30300.

On the Level

A multimedia series for adolescents (grades 8-12) on personal and social growth. The series includes twelve 15-minute programs about conflict, family relationships, self-concept, stress, peer groups, friendship, love, prejudice, alone/lonely, accepting feelings, careers, thinking.

The On the Level, Inside/Out, and Self-Incorporated series was developed by a consortium of state and provincial education agencies under the management of AIT (Agency for Instruction Television).

☛ Montana State Audiovisual Library, State Capitol, Helena, MT 59620, (406) 442-3170; or Health Department Film Library, Cogswell Building, Helena, MT 59620.

The use of drugs or alcohol is frequently a response to feelings such as boredom, frustration, and peer pressure, or a search for senses of well-being and belonging. By offering alternative approaches to the fulfillment of human needs, drug and alcohol use can be diminished.

The Most Important Person Series

A multimedia program to help children (K-3) develop a positive self-image. The program consists of 50 animated 16mm or 8mm films with a variety of self-concept activities involving drama, songs, posters, and puppets. *The Most Important Person* contains nine units focused on: attitudes, body movements, creative expression, feelings, senses, getting along with others, health and your body, identity, nutrition.

The program was produced by Sutherland Learning Associates, Inc., and developed under contract with the U.S. Department of Health, Education and Welfare, Office of Child Development.

☛ Montana State Audiovisual Library, State Capitol, Helena, MT 59620 (406) 442-3170.

Self, Incorporated

A classroom television/film series that helps 11-13 year-olds cope with the emotional and social problems that confront them. The project features: 1) fifteen 15-minute color programs designed to stimulate open discussion and private reflection by children in the age group; 2) a teacher's guide with activities for use before and after each program; 3) teacher-training workshop materials; and 4) program evaluation and teacher's guide.

Self, Incorporated gives teachers and other adults an effective means of stimulating youngsters to reflect on and talk candidly about their concerns, to become aware of the choices available to them, and to understand the consequences of their actions.

☛ Montana State Audiovisual Library, State Capitol, Helena, MT 59620 (406) 442-3170 or Health Department Film Library, Cogswell Building, Helena, MT 59620.

Audiovisuals

The following videos can aid in curriculum units on drug and alcohol use. The videos are available through the Montana State Audiovisual Library, Office of Public Instruction, State Capitol, Helena, MT 59620. You must order these films through your local school district film coordinator.

20268 *Just Say No*
30 min./P-I

A mixture of candid interviews, animation and street rap narration brings to focus the message of the "Just Say No" movement, pointing out that the best way to get out of trouble from drugs, alcohol, etc., is never to get involved.

20239 *Healthwise: Smoking, Drinking and Drugs*
15 min./P-I

From the "Healthwise Series," entertaining puppets illustrate the adverse effects of drugs, alcohol and tobacco for very young children and encourage them not to try them.

20240 *Healthwise: Dealing With Feelings*
15 min./P-I

The puppet Spinner is given concrete examples of how to deal more effectively with his feelings when, upset by the thought of an oral report, he gets in a fight with his best friend.

- 20247 *Crack: Cheap and Dangerous*
7 min./I-J-H
- This documentary provides the facts on this deadly form of cocaine by interviewing former dealers, recovering addicts and police. It shows why it is so popular and why it is so dangerous.
- 20267 *Growing Up in Smoke*
15 min./I-J-H
- This film intends to heighten viewer awareness of the tactics used in promoting cigarette smoking to children and illustrates the promotional techniques used by the tobacco industry to manipulate young people.
- 20248 *Breathing Easy*
30 min./I-J-H
- LeVar Burton, Mark Harmon and Joan Van Ark appear on the "Breathing Easy" network, presenting upbeat, easily accepted programs that extinguish the glamorous myths about smoking and encourage preteens and teens to make healthy choices.
- 20249 *Drinking Parents*
10 min./J-H
- The special problems of young people living with alcoholic parents are brought to light in this film in which victimized young people and their parents are interviewed. Members of Alateen, an organization helping teenagers cope with their alcoholic parents, discuss the help available.
- 20242 *Bodyworks: The Body at Risk*
22 min./I-J
- Health risks due to alcohol and tobacco use, the danger of drinking and driving, and peer pressure and smoking are examined by Dr. Tim Johnson in this upbeat video for teens and preteens.
- 20269 *Me, An Alcoholic?*
24 min./J-H
- Johns Hopkins' "20 Questions" designed to uncover drinking problems highlight this dramatization of a teenager who refuses to admit he is an alcoholic. It also addresses symptoms and underlying causes.
- 20250 *How Do You Tell?*
13 min./P-I
- Live action and animation encourage youngsters to say "no" when friends want to experiment with drugs and alcohol. Some hard facts on drugs are presented along with the motivation to not use them.
- 20266 *Teenage Drinking: A National Crisis*
32 min./J-H
- From "Good Morning, America," four teens who are or have been heavy drinkers are interviewed as they comment on their drinking habits, effects of peer pressure, abdication of parental responsibility and other causes of their habits.

- 20265 *Teenager's Underground Guide to Understanding Parents*
27 min./I-J-H

This film helps children understand their parents' role concerning teen chemical use through skits and role playing and helps break down the barriers to teen/parent communication.

- 20251 *How to be a Perfect Person in Just 3 Days*
31 min./J-H

Based on a book by Stephen Manes, this shows Milo Crimbley's life as one disaster after another until the "perfection specialist" promises to help him become perfect. This helps teens laugh at their imperfections and develop their strengths.

- 20252 *The Wizard of No*
18 min./J-H

A whimsical wizard helps Billy learn that sticking up for yourself isn't always easy, but that it is worth learning to say "no" to friends' temptation to drugs, alcohol and cigarettes.

- 20253 *You Can Say No to a Drink or Drug*
30 min./I-J-H

Based on the book by Susan Newman, this series of dramatizations presents situations in which teens must make difficult decisions on whether or not to go along with the crowd. The film gives hard facts about drugs and encourages skill building to say "no."

- 20254 *Lots of Kids Like Us*
28 min./P-I-J

A brother and sister with an alcoholic father learn to deal with their feelings of guilt, unhappiness and anger while they are reassured and given concrete advice on how to handle difficulties such as a parent drinking and driving.



- 20255 *Epidemic: A Nation at Risk*
30 min./J-H

Collin Siedor takes a look at the long-term implications of a society where a morally corrupt multi-billion dollar drug industry provides a model of easy financial success. It shows the growing menace of cocaine, crack, PCP and the effect on families and friends.

- 20263 *Drug Abuse Test*
22 min./I-J-H

This program consists of 14 questions that survey the viewer's general knowledge about alcohol, marijuana and cocaine. Test questions are posed by the narrator, then answered and discussed by experts.

- 20262 *Learning to Cope*
25 min./I-J-H

This film introduces seven people who have successfully learned to deal with the stress and anxiety that are common human experiences. They include an 8-year-old boy, a college student and an 80-year-old potter; each shares successful coping strategies.

20261 *Marijuana*
10 min./J-H

From the Drug Information Series, this presents information about the substance family that includes marijuana and hashish. It includes signs of abuse, pharmacological and behavioral effects and short- and long-term dangers.

20260 *Hallucinogens*
10 min./J-H

From the Drug Information Series, this presents information about the substance family that includes hallucinogens such as LSD. It includes signs of abuse, pharmacological and behavioral effects and short- and long-term dangers.

20264 *Inhalants*

From the Drug Information Series, this presents information about the substance family that includes inhalants. It includes signs of abuse, pharmacological and behavioral effects and short- and long-term dangers.

20246 *Dr. Cooper and His Friends*
90 min./P

Six short, animated programs emphasize the negative effects of the following to youngsters: general household products, cigarettes, alcohol, alcohol and driving, marijuana, inhalants such as glue.

20245 *Crack*
15 min./J-H

Produced for the NBC program "1986," newspeople Roger Mudd and Connie Chung present crucial information about this dangerous drug. Interviews with addicts and celebrities such as Richard Pryor reinforce the facts with personal comments.

20244 *Taking Children Seriously*
50 min./A

This NBC TV special, hosted by Edwin Newman, shows a side of children and their feelings that we seldom see—a side where children express fear of being ridiculed by their elders, fear of punishment, other problems and fears. This encourages adults to be more sensitive to what is really going on with children.

20243 *If You'd Only Listen*
29 min./J-H-A

This powerful film is a series of interviews with actual teen drug and alcohol users. Interviews discuss the graphic, devastating effects of addiction, including suicide attempts, violence, etc. This would be a valuable film for parent groups through schools, parent/teen sessions, etc.

20223 *One For My Baby*
28 min./H

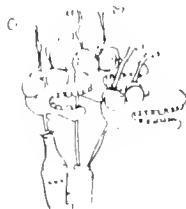
This film builds an unambiguous case against the use of alcohol by pregnant women. Interviews with women who have given birth to Fetal Alcohol Syndrome children show the tragic impact. Film also mentions effects of male drinking during the time before conception.

20259 *Kids and Drugs: The Reason Why*
15 min./I-J

This film encourages preteens to make their own decisions while showing them how they can have fun and win social acceptance without trying drugs. It addresses directly the strong peer pressure on this age group.

20224 *Why Is It Always Me?*
14 min./I-J

In this dramatization, Mike thinks everyone is out to get him until he learns five simple steps—the IDEAL way—to deal with the simplest problems. A good basic problem solving film.



20258 *Why Say No to Drugs?*
16 min./I-J

This will be purchased in both formats to be added to the EBE licensing program. This informative film dramatizes social situations in which young people are pressured to use drugs, and shows how to resist those pressures. It also provides basic information about drugs that is comprehensible to preteens. The student are down-to-earth and believable.

20271 *I Believe in Me*
20 min./I-J

A motivational film encouraging kids to feel good about themselves. Situations are presented which are common to young people. The Keebler Elf shows how ordinary problems can be looked at positively.

20272 *Reach Out*
11 min./I-J-H

This music video dramatizes the tragedy of drinking and driving. The young wife of a musician is killed in a teenage drinking related accident. A thought provoking motivator.

Appendix A

Sample Survey Instruments

**Great Falls Public Schools
Great Falls, Montana**

This survey is *absolutely confidential*. Please do not give your name anywhere on the survey or on your answer sheet. No attempt will be made to identify you personally, and there are no consequences, either positive or negative, to your completing any of the questions or the survey itself. We have no “hidden” or “secret” ways of identifying anyone. Therefore, we would appreciate it if you would be as accurate and as honest as you can.

Please answer every question by drawing a circle around the letter(s) of your choice(s). You are encouraged to circle *all* appropriate answers.

Grade:	a. 7	b. 8	c. 9	d. 10	e. 11	f. 12
Age:	a. 11-12	b. 13-14	c. 15-16	d. 17-18	e. 19-20	
Sex:	a. Male	b. Female				

55

8. How often do you use?
a. daily b. weekly c. monthly d. special occasions only e. I do not use
9. What do you usually use?
a. beer and/or wine e. acid
b. hard liquor f. tranqs
c. marijuana g. other drugs
d. speed h. I do not use
10. My school has a program to help kids who use alcohol and/or drugs.
a. yes b. no c. I don't know
11. I know a teacher on the chemical awareness team.
a. yes b. no
12. I have driven when I was using.
a. yes b. no c. I don't drive
13. I have ridden in a car driven by someone who was under the influence of alcohol and/or drugs.
a. yes b. no
14. If a person is drunk, coffee can help him/her sober up.
a. yes b. no c. I don't know
15. Beer drinkers can become alcoholics.
a. yes b. no c. I don't know
16. Alateen is for children whose parents have a drinking problem.
a. yes b. no c. I don't know
17. Alcohol will affect you less after a meal than before a meal.
a. yes b. no c. I don't know
18. Normally, when people drink, they tend to lose their physical coordination before they lose their judgment or concentration.
a. yes b. no c. I don't know
19. I have used (you may choose more than one answer):
a. acid e. heroin
b. speed f. downers
c. tranqs g. glue or paint sniffing
d. cocaine h. none
20. I think that someone in my family (parent, brother, sister) now has a problem with alcohol or other drugs.
a. yes b. no c. possibly
21. I have seen others using within my school—on school grounds or at school sponsored activities.
a. yes b. no
22. I have seen others high within my school—on school grounds or at school sponsored activities.
a. yes b. no

23. Alcoholism is:
 - a. a hopeless problem
 - b. something people with no willpower bring on themselves
 - c. the same as drunkenness
 - d. an illness which can be treated
 - e. when someone needs a drink all the time.
24. If you are at a party where alcohol and/or drugs are available, do you:
 - a. use none
 - b. use to be sociable
 - c. use to get high
 - d. use until supply is gone
25. Do you think you have a problem with alcohol and/or drugs?
 - a. yes b. no c. possibly
26. There are groups available in the school for students who:
 - a. are caught using
 - b. have returned from treatment
 - c. are concerned about the use of a family member
 - d. are concerned about staying straight
 - e. none of the above

Part II—Choose the answer that best describes how you feel now.

27. There should be a legal drinking age.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
28. I think the legal drinking age should be higher than it is.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
29. As long as a person keeps out of trouble, it's all right for that person to drink as much as he/she wishes.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
30. Drinking is a good way to feel better when you're down.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
31. The use of alcohol is safer than the use of marijuana.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
32. Driving while using is okay.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
33. Marijuana should be legalized.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
34. I think the school chemical program is great.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
35. If someone close to me has a drinking problem it's best to tell someone I trust about it.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
36. I will talk to someone on my school's CORE (CA/RE) team if I have a problem concerning alcohol and/or drugs.
 - a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree

37. Chemical problems are a family matter and have no place in the school.
a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree
38. A student who is caught using or under the influence should be required to attend drug/alcohol classes (Insight).
a. strongly disagree b. disagree c. no opinion d. agree e. strongly agree

Reprinted courtesy of Great Falls Public Schools.

Alcohol and Other Drug Use Survey

Havre School District

During the last 30 days, how many times did you use each of the following drugs on your own—that is, without a doctor's prescription?

*Please circle only one
for each item.*

Product		Number of Times Used During Last 30 Days				
Chemical Names	Common Names					
1. Tobacco nicotine	cigarettes, cigars pipesmoking, chew	0	1-9	10-15	16-19	20+
2. Alcohol ethanol ethyl alcohol	beer, wine liquor, mixed drinks booze	0	1-9	10-15	16-19	20+
3. Marijuana cannabis hashish hash oil THC, Tetrahydrocannabinol	pot, grass hash, hemp dope, joint	0	1-9	10-15	16-19	20+
4. Hallucinogens LSD, mescaline PCP, peyote	acid angel dust	0	1-9	10-15	16-19	20+
5. Stimulants amphetamines dexadrine cocaine	speed, uppers dex, diet pills coke, snow	0	1-9	10-15	16-19	20+
6. Tranquilizers Librium, Libritabs Valium Sominex, Compose	tranqs	0	1-9	10-15	16-19	20+
7. Depressants barbituates, Quaaludes Compose	barbs, downers yellows reds	0	1-9	10-15	16-19	20+
8. Somatics Pyrotomine	sleepers, fireballs	0	1-9	10-15	16-19	20+
9. Inhalants glue, nitrites gasoline, solvents aerosol sprays		0	1-9	10-15	16-19	20+
10. Narcotics heroin, Darvon morphine, codeine	H, horse junk, smack	0	1-9	10-15	16-19	20+

Appendix B

Sample Referral Forms

FOCUS REFERRAL FORM

West High, Billings, Montana

If a student exhibits one or more of the following *observable behaviors*, it may indicate a health problem and the need for referral. If a troubled student is to be helped, it is necessary to communicate these observations to a FOCUS contact person. *Please place this form in an envelope, mark confidential, and place in the FOCUS mailbox.* * Thank you for caring.

Student _____ Grade _____ Date _____

Class _____ Period _____ Person Referring _____

Check appropriate responses. Add specifics which may be valuable in assessment.

A. Class Performance:

- ☐ Lower grades, lower achievement
- ☐ Always behind in class
- ☐ Alibis, elaborate excuses
- ☐ Lack of motivation, apathy

Specific Data: _____

B. Attendance:

- ☐ Frequent absences
- ☐ Absent from class, but in school
- ☐ Tardiness
- ☐ Frequent need to leave classroom
- ☐ Suspension or restrictions on passes

Data: _____

C. Extracurricular Activities:

- ☐ Loss of eligibility
- ☐ Increasing non-involvement
- ☐ Dropping activities

Data: _____

D. Physical Signs:

- ☐ Glassy, bloodshot eyes, dark glasses
- ☐ Unsteady gait
- ☐ Smelling of alcohol or pot
- ☐ Lack of usual coordination
- ☐ Slurred speech
- ☐ Nausea, vomiting
- ☐ Bad hygiene or grooming
- ☐ Drowsiness, sleeping in class
- ☐ Physical complaints or injuries

Data: _____

E. Disruptive Behaviors

- ☐ Defiance of rules, constant discipline
- ☐ Irresponsibility, blaming, denying
- ☐ Fighting, sudden outbursts, verbal abuse

- ☐ Cheating
- ☐ Throwing objects, defiant littering
- ☐ Obscene language, gestures
- ☐ Dramatic attention-getting
- ☐ Crying
- ☐ Constantly in wrong area
- ☐ Overstimulated, nervousness
- ☐ Extreme negativism

Data: _____

F. Typical Behaviors

- ☐ Seen loitering in parking lot
- ☐ Talks freely about drug use
- ☐ Avoids contact with staff/peers
- ☐ Erratic day-to-day behavior changes
- ☐ Change of friends, usually negative
- ☐ Sudden popularity
- ☐ Constant "older" contacts, social group
- ☐ Cannot be touched
- ☐ Sexually uninhibited or publicly intimate
- ☐ Time disorientation
- ☐ Unrealistic goals
- ☐ Inappropriate responses
- ☐ Depression
- ☐ Defensive, irritable, manipulative
- ☐ Withdrawn, a loner
- ☐ Sharing personal problems with no apparent resolution
- ☐ Indicates family problems, runs

G. Others express concern about behaviors

Comments: _____

*The Family Educational Rights and Privacy Act provides that this information is available to members of the professional staff, but prohibits the sharing of the information with any third party.

Observed Behavior Report Form

Havre High School

AWAREness

Date _____
Grade _____
Male _____ Female _____

Student _____
Person Referring _____
Position _____

This form is not a referral but rather is a report of observed behavior that may interfere with learning and could be a warning signal that a student needs special assistance. All reports will be kept confidential and will not become a part of a student's permanent records. Due process necessitates that this information, if requested, be made available to the student or parents. Check the behaviors that have been noticed:

Please seal this form in an envelope, address it to AWAREness, and leave it with the principal's secretary.

A. Performance in Classroom or Extracurricular Activity

_____ Lowered achievement
_____ Academic failure/loss of eligibility
_____ Increasing lack of concern/non-involvement
_____ Lack of motivation, apathy
_____ Non-cooperation
_____ Often absent, excuses
_____ Frequently tardy
_____ Frequent need to leave room/activity
_____ Dropping out or threatening to
_____ Other _____

_____ Hypersensitive to touch
_____ Extreme weight loss
_____ Dilated pupils
_____ Intentional defiance of rules
_____ Fighting
_____ Cheating
_____ Alibis, elaborate excuses, lies
_____ Obscene language, gestures
_____ Irritable, defensive
_____ Sudden outbursts, verbal abuse
_____ Seeks advice without specific problem
_____ Change of friends
_____ Erratic behavior changes
_____ Sudden popularity/sought-out
_____ Older social group, adult contacts
_____ Unrealistic goals
_____ Others have expressed concerns about behavior
_____ Other _____

B. Observed Behaviors

_____ Staggering or stumbling
_____ Smelling of alcohol or pot
_____ Vomiting, nausea
_____ Glassy, bloodshot eyes
_____ Slurred speech
_____ Physical complaints
_____ Physical injuries
_____ Neglect of personal appearance
_____ Sleeping in class, drowsiness
_____ Lethargic, stares, vacantness
_____ Anxious, overstimulated
_____ Extreme negativism, self/others
_____ Depression, crying
_____ Talks of suicide
_____ Withdrawn, loner
_____ Frequents west parking lot
_____ Consistently wears jacket
_____ Time disoriented
_____ Converses about drugs/alcohol use
_____ Writes or draws drug/alcohol symbols
_____ Sexually uninhibited or publicly intimate

C. Specific Information or Incident

When were behaviors first noticed? _____

For how long has this behavior been apparent? _____

Reprinted courtesy of Havre High School, Havre, Montana.

Appendix C

Sample School Policies

Student Code--Great Falls Public Schools

Great Falls, Montana

I. The Right to Education and to Participation

Every student has the right to an education without disruption and a corresponding responsibility not to deny this right to any other student.

Each student has the responsibility to attend school regularly and to abide by the policies and regulations of their schools.

Students have the right to contribute information that will be considered when decisions that affect the quality and content of their education are made. In addition, they may participate in the development of regulations that govern student activities and discipline.

Students have the right to participate in school activities regardless of sex, race, religion, ethnic origin, economic status, handicap or other disadvantage.

Students may not be denied participation in any activity for any reason other than those established by state, county, Montana High School Association and school eligibility requirements.

II. Marriage and Pregnancy

Students have the right to attend classes and to participate in school activities without regard to marital or parental status or to pregnancy. However, married or pregnant students or students with children may not be compelled to attend school. (Information concerning special classes for married and pregnant students is available through school counselors.)

III. Personal Appearance

Students and their parents have the right to determine students' patterns of dress and grooming as they consider proper, provided, that such dress and grooming do not interfere with the health and safety of themselves or others and do not materially disrupt the educational process. Standards for personal appearance may be established by the directors of extra-curricular and co-curricular activities.

IV. Religion

It is the responsibility of the school not to interfere with the student's religious freedoms. Students have the right to practice their own religious beliefs as long as they do not violate the constitutional rights of others.

Students have the right to study, examine, discuss and analyze religious ideas and institutions just as they might explore any other subject.

V. Assembly and Free Association

Students have the right to freely associate with political or social groups without fear of punishment; however, no student shall belong to a secret society.

There is an appropriate time and place for the expression of opinions and beliefs. Conducting or participating in demonstrations which interfere with the operation of the school or classroom is not allowed.

VI. Privacy

Personal privacy of students shall be respected. Confidential communications between student and counselor, psychologist, nurse or teacher shall not be revealed without the student's permission.

If a student is questioned by law enforcement officers at school the student has the right to request that the parents be notified.

VII. Searches

The principal, or designee, may authorize reasonable searches of lockers, their contents, purses, lunch boxes, pockets, book bags, and like personal property and take action against students, who, through the results of such searches, have been proven in violation of school rules or regulations.

VIII. Expression

A. Publications

Prior to distribution in school or on school grounds, a copy of all school sponsored and nonschool sponsored publications shall be deposited with the principal or a person designated by the principal. No approval of the content prior to distribution is required, however, the principal or designee may stop distribution of publications which are obscene, inflammatory or will cause substantial disruption of school activities.

If a publication has been deposited with the principal, and its circulation has not been inhibited for reasons listed above, it may be distributed anywhere in the school or on the school grounds except:

1. In a hallway, doorway, or other areas where such distribution will interfere with the progress of students.
2. In a classroom without permission of the teacher.

The content of nonschool sponsored publications is the sole responsibility of the person or group distributing the publication.

B. Petitions

Students may present petitions and ask other students to sign petitions. This may be done anywhere in school or on school grounds except in hallways or doorways where it would interfere with the progress of students. Petitions may not be circulated in a classroom without permission.

IX. Student Records

- A. An adult student or the parents of a minor student may examine all individual records of the student kept by the school.
- B. Except for directory information, a student's records shall not be examined by or released to any person without the permission of an adult student or the parents of a minor student. However, these records may be examined by an employee of the school district for legitimate educational purposes and copies will be sent to bona fide educational institutions upon enrollment of a student in such institution.
- C. At the beginning of each school year the Great Falls Public Schools will issue a notification to parents and eligible students regarding the types of records maintained by the school and the procedures for gaining access to these records.

X. Title IX and Sex Discrimination

The Great Falls School District does not discriminate on the basis of sex in the educational programs or activities which it operates.

XI. Discipline

A. General Principles

1. The purpose of discipline is to correct misconduct, prevent its reoccurrence and promote responsible behavior. School personnel shall make every effort to resolve disciplinary situations in a professional and positive manner.
2. Students may not be removed from a class on a temporary basis without the approval of the principal or his designee unless the student is disrupting the class.
3. Principals and teacher are encouraged to request a conference with parents or guardians to discuss a student's behavior problems before they develop to the point where severe action is necessary.
4. Punishment shall be adapted to the individual needs of the student insofar as possible, and shall be reasonable and fair with regard to the seriousness of the offense.
5. An accused student has the right to know what school policy or regulation is the basis for the accusation.
6. A parent of a student who has been suspended or expelled shall not be subject to prosecution for violation of state compulsory attendance laws.
7. School regulations apply at school, on school grounds, going to and from school and off the school grounds at school related activities. A student shall not aid or encourage another person in conduct prohibited by this code.

B. Code of Conduct

Students shall conduct themselves in an orderly manner which does not infringe upon the rights of others or cause harm to person or property. The following are examples of misconduct that are in conflict with this basic principle.

1. *Disruption of school.* A student shall not disrupt school by profanity, force, noise, threat or other disorderly conduct.
2. *Threats, assault or harassment.* A person shall not cause physical injury to another person. A student shall not harass or make fun of another person. Action taken in self-defense shall not be considered misconduct under this rule.
3. *Vandalism.* A student shall not intentionally damage or destroy property belonging to the school or others.
4. *Theft.* A person shall not steal property belonging to the school or others. A person shall not knowingly possess stolen property.
5. *Drugs, alcoholic beverages or intoxicants.* Students are not to use, be under the influence of or possess drugs, alcoholic beverages or intoxicants at any time while under the supervision, jurisdiction or control of the school. Punishments for violations of this regulation are described below.

Note: In lieu of invoking any of the disciplinary procedures listed in this section the principal may extend the offer of participation in an approved substance abuse program. Failure to comply with the requirements of the program would cause the appropriate disciplinary procedures of this code to be enforced.

Note: For purposes of this regulation possession of drugs, alcoholic beverages, or intoxicants shall be classified into two categories:

1. Minor—possessing small amounts obviously intended for personal use.
2. Major—possessing amounts large enough to indicate intent to sell or supply to others.
 - a. **Violators who have attained the age of 16 and have completed the eighth grade:**

1. Any such student found guilty of using, having used and exhibiting the evidence of use, or in major possession of drugs, alcoholic beverages or intoxicants *in school during the regular school day* shall be disciplined in the following manner:

The parent or guardian shall be given the options of withdrawing the student from school for the remainder of the current semester with no credit being granted for courses in which the student is currently enrolled. If the parent or guardian does not exercise the option of withdrawing the principal shall instigate expulsion. (In either event, the school will cooperate with the parent or guardian in searching out alternative educational opportunities for the student.)

Students found guilty of *minor possession in school during the day* shall be:

- suspended from school
- readmitted only on probation
- prohibited from taking part for the remainder of the semester in any extracurricular activity in which they are currently participating. Additionally, the student shall not be allowed to participate in any subsequent extracurricular activity for a period of 30 school days from the date of the infraction.

A *second* incident of minor possession during any one school year shall be classified as *major possession*.

2. Any such student found guilty of violating this regulation *outside of the regular school day but at school functions* or otherwise while the student is under the control and jurisdiction of the school shall be disciplined in the following manner:

Flagrant Offenses—Students guilty of major possession or who are obviously under the influence of drugs, alcohol or intoxicants so as to be unruly, disruptive or a menace to their own health and safety or that of others shall be disciplined in the same manner as outlined in section a-1 above. (Parents will be given the option of withdrawal or the principal will instigate expulsion proceedings.)

Incidental Offenses—Students guilty of minor possession or who have used drugs, alcoholic beverages or intoxicants but are NOT unruly, disruptive or a menace to their own health and safety or that of others shall be disciplined in the same manner as outlined above for minor possession in school during the school day. A *second* incidental offense by a student during any one school year shall be classified as *flagrant*.

- b. **Violators who have not attained the age of sixteen and/or have not completed the eighth grade** (Infractions in school or at any school function after the school day).

1. *Flagrant Offenses*—Students guilty of major possession or who are obviously under the influence of drugs, alcohol or intoxicants so as to be unruly, disruptive or a menace to their own health and safety or that of others shall have expulsion proceedings instigated against them by the principal.

2. *Incidental Offenses*—Students guilty of minor possession or who have used drugs, alcoholic beverages or intoxicants but are NOT unruly, disruptive or a menace to their own health and safety or that of others shall be:

- suspended from school
- readmitted only on probation
- prohibited from taking part for the remainder of the semester in any extracurricular activity in which they are currently participating. Additionally, the students shall not be allowed to participate in any subsequent extracurricular activity for a period of 30 days from the date of the infraction.

A *second* incidental offense by a student during any one school year shall be classified as *flagrant*.

C. Extra/Co-Curricular Mood-Altering Chemical and Tobacco Use Rules

The Board of Trustees of the Great Falls Public Schools has established the following **minimum** rules governing participation in the extra/co-curricular* activities. It is the Board's belief that participation in organized activities can contribute to the all-around development of young men and women and that implementation of these rules will serve the following purposes:

1. To emphasize concern for the safety of students while participating in activities;
2. To diminish the long-term physical and emotional effects of mood-altering chemical use on the health of students;
3. To provide a chemical-free environment that will encourage healthy development;
4. To promote a sense of order and discipline among students;
5. To confirm and support existing state laws which restrict the use of mood-altering chemicals;
6. To emphasize standards of conduct for those students who through their participation are leaders and role-models for their peers and younger students;
7. To assist students who desire to resist peer pressure which often directs them toward the use of mood-altering chemicals.

It is the position of the Great Falls Public Schools that participation in these activities is a **privilege** extended to students who are willing to make the commitment to adhere to the following minimum rules:

Rule No. 1

Students will not use, have in their possession, buy, sell, or give away alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug." Legitimate use of prescription drugs is permitted.

Penalty

1. Students who violate Rule No. 1 will be prohibited from participation in all extra/co-curricular activities for one calendar year from the date of the rule infraction.
2. In lieu of the one calendar year suspension, the principal may extend the option to the student to participate in an appropriate chemical awareness experience.
3. Upon acceptance of the option, the principal shall waive the one calendar year suspension and impose a thirty (30) day suspension from extra/co-curricular activities from the date of the rule infraction. This period shall include regular school days and any other days which include previously scheduled legitimate practices, competitions, or performances.

4. Students who do not successfully complete the chemical awareness experience would cause the enforcement of the one calendar year suspension from all extra/co-curricular activities.

Rule No. 2

No student participating in extra/co-curricular* activities shall use tobacco in any form.

Penalty

1. Students who violate Rule No. 2 for the first time will be suspended from participation in all extra/co-curricular* activities for the duration of two (2) weeks from the date of the rule infraction.
2. Students who violate Rule No. 2 for the second time will be suspended from participation in all extra/co-curricular* activities for the duration of thirty (30) school days from the date of the rule infraction. This period shall include regular school days and any other days which include previously scheduled legitimate practices, competitions, or performances.

*Co-curricular activities are those credit-bearing courses that involve activities both inside and outside the classroom setting. Co-curricular, for the purposes of these rules, shall be defined as those activities beyond the classroom and the immediate scope of graded requirements.

6. *Weapons and dangerous instruments.* Students shall not possess firearms, ice picks, clubs, explosives (including fireworks) or any instrument whose sole or primary purpose is the infliction of bodily injury. Students in elementary and junior high schools shall not possess knives.
7. *Smoking.* A student shall not smoke or use tobacco within school buildings, grounds or buses except in high schools where a special area on the school grounds may be designated as a smoking area by the principal.
8. *Compliance with directions of administrators, teachers and other school personnel.* A student shall not disobey or refuse to obey a reasonable request or order by a teacher, substitute teacher or other employee of the school or a student who has been authorized to make a request or order.
9. *Cheating.* A student shall not use materials or notes in taking an examination except those permitted by the teacher, nor shall offer another's work as his or her own.

C. Disciplinary Proceedings—In General

1. Action or disciplinary matters should be carried out as soon as is reasonable after the facts are known. Students should always be informed of the nature of the offense for which they are charged.
2. If it becomes necessary to detain a student after school involuntarily, for disciplinary purposes, the student shall be given one day's advance notice unless prior approval of the parent or guardian has been obtained.
3. Students shall not be deprived of their liberty, property or right to attend school and participate in all activities of the school community without due process of law. Participation in interscholastic activities is, of course, subject to regulations of Great Falls Public Schools and interscholastic organizations; those, in turn, should conform to state and federal law.
4. Students shall not be required to testify against themselves, nor shall they be punished twice for the same offense.

5. Students shall be free from group punishment; that is, punishment of several for the actions of one or a few. Exceptions shall be made to maintain school control or to secure the welfare or safety of others. Similar cases may be considered and acted upon in the same manner.

D. Disciplinary Proceedings—Corporal Punishment

1. Corporal punishment shall be inflicted upon a student only after all other reasonable means of correction have been attempted. Before corporal punishment is inflicted an attempt shall be made to notify the parents.
2. Corporal punishment shall not be inflicted in anger. It shall be administered only in the presence of the principal or the principal's designee if by a teacher, and in the presence of another adult if by the principal or the principal's designee.
3. Upon request of the parent, the person inflicting the punishment shall provide a written statement of the reasons for inflicting punishment and the name of the person present during the punishment.
4. Corporal punishment shall be inflicted only by striking the buttocks with the open palm of the hand or the flat of a broad wooden instrument.
5. The use of reasonable force by a teacher, principal or other school personnel to restrain or subdue a student who is inflicting or intending to inflict personal injury is not corporal punishment.

E. Disciplinary Proceedings—Suspension

1. Only the principal or the principal's designee shall have the authority to suspend students.
2. Suspensions shall be of two kinds:
 - a. Short-term suspension: for a specific term or until an appropriate condition for readmittance has been met, in either case not to exceed ten days.

Procedure: Prior to suspension the student shall be informed of the charges. If the student admits the charges, the principal or his designee may then suspend the student. If the student denies the accusation, the principal or designee shall inform the student of the witnesses to and the details of the misconduct. Whether charges are admitted or denied students shall be allowed to explain their actions. In addition, if the charges are denied, students shall be allowed to give the names of persons who may clear them. These persons should be interviewed, if practical, prior to the suspension.

If a suspension is imposed a written notice to that effect shall be sent to the parent. In cases where suspension is out of school (as opposed to an in-school suspension) an attempt shall also be made to contact the parent prior to the student being released from school.

Readmittance: When the term of the suspension has been completed, and all conditions for readmittance satisfied, the student shall be permitted to return to class. A student shall be required to complete the schoolwork covered during the suspension and given appropriate credit for this satisfactory completion.

- b. Extended suspension—not to exceed the remainder of the current semester except, where appropriate, an extended suspension may include the last fifteen school days of the first semester as well as the entire second semester or a fraction thereof. A student incurring two short-term suspensions during any one

school year will be subject to an extended suspension if an additional suspendable offense is committed. Within ten school days of a third suspension (imposed according to the procedure outlined above) the principal (or designee) shall convene a formal hearing to determine whether or not an extended suspension will be effected. Prior to the hearing the principal (or designee) shall present to the appropriate Assistant Superintendent a written statement outlining the pertinent facts of the case. The principal (or designee) shall preside over the hearing with the following persons being allowed to attend:

- one additional school official
- the student
- the parent(s) or guardian(s) of the student
- a representative of the student (if desired)

Other persons may be called to present evidence concerning the matter but shall be present only when stating such evidence. Following the hearing the principal (or designee) shall notify the student and parent in writing of the decision reached. The action taken may be one of the following:

1. The imposition of an extended suspension for a stipulated period of time.
2. The readmittance of the student on a probationary status with the expressed stipulation that the occurrence of another suspendable offense will result in an extended suspension being automatically invoked. Reasonable conditions for readmittance may be imposed by the principal.
3. The results of the hearing may clear the student of any wrongdoing in which case readmittance without prejudice will occur.
4. Withdrawal by the parent. At any time before or after the hearing a student not bound by statute to compulsory attendance may be withdrawn from school by the parent.

3. Special Provisions

- a. With the position of each short-term suspension the school has the responsibility to notify the student and parent of the steps leading to an extended suspension.
- b. In all instances when an extended suspension is imposed the principal (or designee) shall present to the parent and student a written copy of the "Procedure for Redress of Rights" provision as contained in the Student Code.
- c. The existence of the extended suspension provision does not preclude the possibility of instigating immediate expulsion proceedings in the event of severe misbehavior on the part of a student.

F. Expulsion

Definitions: "Expulsion" is the exclusion of a student from school by action of the Board of Trustees for not less than the rest of the semester for which the student is presently enrolled and for not more than one complete academic year after that semester. If a student is expelled during a semester, the student may or may not receive credit for that semester.

Procedure

1. Either the appropriate assistant superintendent or the principal of a school may recommend the expulsion of a student. The recommendation shall be in writing, and shall be delivered to the Superintendent of Schools. The recommendation shall set forth in detail the charges and the facts and circumstances of the misconduct or course of misconduct upon which the recommendation is based. The recommendation shall propose the length of the expulsion, when it shall begin and whether or not the student should be granted credit for work completed in the present semester. The names of the persons who may be called as witnesses shall be listed on the recommendation.

2. After receipt of the recommendation, the Superintendent of Schools shall promptly send copies of the recommendation to the student and the student's parent or guardian. Attached to the copy of the recommendation shall be a printed statement informing the student that expulsion has been recommended and of the student's right to request a hearing of the charges, to present a defense, to be represented by another person, to confront and cross-examine witnesses and to present information against the punishment recommended. This statement shall also state the maximum length of time for which the student may be expelled and the possibility of loss of credit for the present semester. It shall also inform the student that he must request in writing a hearing within ten (10) days or the student shall waive rights to a hearing before the Board of Trustees.
3. Hearing: Prior to the beginning of the hearing, the chairman of the board shall determine whether the demands of individual privacy of the student clearly exceed the merits of a public hearing.

If the hearing is closed, all persons shall be excluded except the student, his parents and his representative, the members of the board, the person or persons presenting the recommendation and their representative and, if a transcript is made, the secretary.

Whether the hearing is open or closed, persons who will give evidence may be excluded by the chairman of the Board from the hearing until they are called to testify.

Evidence and testimony shall be given in the following order:

1. In support of the expulsion
2. Against the expulsion
3. In rebuttal

After a full hearing of all relevant matters, the board shall decide whether to accept, reject or modify and accept the recommendation. Such decision shall be based on the evidence and testimony produced at the hearing.

Deliberation on the decision shall take place in an *executive session* of the board. After a majority of the trustees have reached a consensus, they shall draft a statement of their findings and decision.

The board shall reconvene into public session and shall move to take appropriate action.

If the hearing on the matter was closed to the public, the board statement and their findings and decision shall be sent to the parties involved in the proceedings but shall not be made public.

XII. Procedure for Redress of Rights

A. Violation of Rights Complaints

If any student or student's parent or guardian believes that a student's rights have been deprived or violated the following procedure should be followed in all cases other than expulsion and Title IX matters:

1. A conference should be requested with the school district employee against whose action the complaint is leveled. The employee shall give an explanation of the action and render a decision to either uphold the action or modify it so as to negate the complaint.
2. If the student or the student's parent or guardian is dissatisfied with the explanation of or modification referred to above, a request, in writing, for review of the matter may be presented to the employee's immediate supervisor. This written request for review shall specifically state the nature of the complaint, identify the right that is believed to have been violated or deprived, and the specific relief

sought. The supervisor shall, within ten (10) days notify the person lodging the complaint of the action to be taken to alleviate the grievance or inform them that no basis for the protest has been determined.

3. If, after the above procedures have been exhausted, the person lodging the complaint continues in their dissatisfaction they may request, in writing, that the Superintendent of Schools review the matter. This written request shall state the nature of the complaint, the right believed to have been violated or deprived, the points of disagreement with the outcomes of the first two steps of this procedure and the specific relief sought. The Superintendent of Schools, or designee, shall review the facts of the matter and inform the complainant of the administration's final action with regard to the complaint.
4. The Superintendent, or his designee, may review any intermediate administrative decision without formal request.
5. Further review of the matter shall be subject to the policies and procedures of the Board of Trustees.

B. Title IX Complaints

If any student or student's parent or guardian believes that an infraction of Title IX regulations has taken place in the Great Falls Public Schools the following procedure should be followed:

1. A conference should be requested with the Title IX representative of the building where the action causing the complaint occurred. An explanation of the action will be given by the Title IX representative and a decision made by that representative to either uphold the previous action or modify it so as to negate the complaint.
2. If the student or student's parent or guardian is dissatisfied with the explanation or modification of action set forth by the building Title IX representative a request, in writing, for review of the matter may be presented to Mr. James M. Grant, School District Title IX Coordinator. This written request for review shall specifically state the nature of the Title IX infraction that is believed to have occurred. Within ten (10) days of the receipt of the written request for review the Title IX Coordinator shall inform the person lodging the complaint of the action to be taken to alleviate the grievance or inform them that no basis for the complaint has been determined. In either case the Title IX Coordinator shall outline the reasons for the decision.

XIII. Parent's Responsibilities

A parent, guardian or other person responsible for any young person between the ages of 7 and 16 must cause such person to enroll and attend school.

A parent or guardian of a child or ward is liable for vandalism to the school caused by his child or ward.

Revised July 1986

